

BOSTON COLLEGE GRADUATE CATALOG

1995•1996





Digitized by the Internet Archive
in 2012 with funding from
Boston Library Consortium Member Libraries

<http://archive.org/details/bostoncollegegra9596bost>

BOSTON COLLEGE BULLETIN

GRADUATE CATALOG 1995-96

Boston College
Chestnut Hill
Massachusetts 02167
617-552-8000

BOSTON COLLEGE BULLETIN

Volume LXV, Number 8, May, 1995

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, August, September; semi-monthly in July.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

USPS—389—750

Second-class postage paid at Boston, Massachusetts 02109.

Postmaster: Send PS Form 3579 to Boston College Registrar's Office, Lyons 112, Chestnut Hill, MA 02167.

Front cover photograph and design by Boston College's Office of Publications and Print Marketing.

BOSTON
COLLEGE
APR 1995

CONTENTS

BOSTON COLLEGE

The University	4
Accreditation of the University	4
Academic Resources	4
Academic Development Center	4
Audiovisual Facilities	4
Computing Support, Service and Facilities	5
The Libraries	5
The Campus	5
Policy of Non-Discrimination	6
Confidentiality of Student Records	6
National Student Loan Clearinghouse ...	6
Enrollment Statistics and Graduation Rate	6
Tuition and Fees	6
Massachusetts Medical Insurance	6
Check Cashing	7
Withdrawals and Refunds	7
Financial Aid	8
Student Services	9
AHANA Student Programs	9
Athletics	9
Career Center	9
Chaplains	9
Dean for Student Development	9
Dining Services	9
Disabled Student Services	10
Graduate Student Association	10
Health Services	10
Immunization	10
University Counseling Services	10
Academic Regulations	10
Academic Integrity	10
Academic Grievances	10
Grading	10
Graduation	11
Transcript of Record	11
Student Absences for Religious Reasons	11
Withdrawal from Course	11
Withdrawal from Boston College ...	11
Leave of Absence	11
Readmission	11
Special Programs	11
Cross-Registration Program	11
Study Abroad Programs	11
Summer Programs	12
Course Numbers and Codes	12

GRADUATE SCHOOL OF ARTS AND SCIENCES

General Information	13
Master's Degree Programs	13
Special Programs	13
Doctoral Degree Programs	13
Interdisciplinary Doctoral Program	14
Special Students (Non-Degree)	14
Admission	14
Academic Regulations	15
Graduation	16
Financial Aid	16
Graduate Programs:	
American Studies	17
Biology	17
Center for East Europe, Russia and Asia	20
Chemistry	20
Classical Studies	22
Economics	24
English	26
Fine Arts	30
Geology and Geophysics	32
History	36
Mathematics	42
Philosophy	44
Physics	51
Political Science	53
Psychology	57
Institute of Religious Education and Pastoral Ministry	60
Romance Languages and Literatures ...	63
Slavic and Eastern Languages	68
Sociology	70
Theology	73

GRADUATE SCHOOL OF EDUCATION

Faculty	79
Policies and Procedures	80
Doctoral Degree Programs	81
Master's Degree Programs	83
Academic Regulations	83
Programs in Counseling, Developmental Psychology and Research Methods	84

Programs in Curriculum, Administration and Special Education	86
Course Offerings	89

LAW SCHOOL

Pre-Legal Studies	100
Admission Requirements	100
Information	101
Faculty	101

THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT

Master in Business Administration Program	102
Accreditation	102
Master of Science in Finance	102
Ph.D. in Management with a Concentration in Finance	102
Ph.D. in Management with a Concentration in Organization Studies	102
Joint Degree Programs	102
Semester Study Abroad	102
Special Study	103
Teaching Methods	103
M.B.A. Program Options	103
M.B.A. Core Curriculum	103
M.B.A. Elective Offerings and Concentrations	106
Career Services	106
Admission Information	106
Financial Assistance	107
Academic Policies	107
Department Faculty listings	108

GRADUATE SCHOOL OF NURSING

Faculty	110
Doctor of Philosophy Degree Program with a Major in Nursing	110
Program of Study	111
Master of Science Degree Program with a Major in Nursing	111
General Information	113
Course Offerings	114
Preceptor and Resource Personnel Appointments for Graduate Programs	119

GRADUATE SCHOOL OF SOCIAL WORK

Professional Program: Master’s
Level 120

Joint Degree Programs 121

Professional Program: Doctoral
Level 121

Continuing Education 122

Faculty 122



CAMPUS MAPS 123

ADMINISTRATION 124

ACADEMIC CALENDAR 126

**DIRECTORY AND OFFICE
LOCATIONS 127**



THE UNIVERSITY

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is listed regularly among the top 50 universities in the nation, in ratings compiled by publications such as *Barron's* and *US News & World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,400 full-time undergraduates and 4,300 graduate students, hailing from all 50 states and 86 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences and law, and a library system with more than 1.5 million books, periodicals and government documents, and nearly 2.5 million microform units.

Boston College awards bachelor's and graduate degrees in more than 20 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the School of Nursing, founded in 1947; and the School of Education, founded in 1952. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 20 law schools in the United States.



ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the Na-

tional Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

ACADEMIC RESOURCES

Academic Development Center

The Academic Development Center (ADC) is designed to support and enhance all aspects of academic excellence in this community of scholars by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the second floor of O'Neill Library, in the Eileen M. and John M. Connors Learning Center.

The Academic Development Center is a comprehensive, inclusive resource serving all students at no charge. To address the needs of the majority of BC students, the Center provides tutoring for more than 60 courses—in mathematics, physi-

cal and life sciences, management, social work, nursing, social sciences, history, philosophy, and in classical and foreign languages. The ADC also offers occasional workshops in study skills and learning strategies. In addition, graduate tutors in English help students strengthen their academic writing skills. These services are available throughout the regular academic year and during summer school. All ADC tutors have been recommended by their relevant academic departments; most are graduate students or outstanding upper-division students.

The ADC offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of ADC's full-time professional staff provides academic support services for students with learning disabilities, helping to ensure their success at Boston College.

Working closely with the Graduate School of Arts and Sciences, the ADC sponsors seminars, workshops, and discussions for graduate teaching assistants (TAs) and teaching fellows (TFs) on strategies for improving teaching effectiveness and student learning. Each fall, the ADC and GSA&S hold a two-day workshop to help TAs and TFs prepare for teaching. The Center also provides individual videotaping and consultation upon request.

The ADC provides similar instructional support services to BC's faculty. Through these and other related activities, the Academic Development Center plays an increasingly important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

AUDIOVISUAL FACILITIES

University Audiovisual Services provide the academic programs with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to the 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The O'Neill Computing Facility (OCF) is the largest public computing facility on campus. It is open to anyone with a currently valid Boston College identification card. The OCF has more than 150 workstations available, providing access to a wide variety of hardware, software and peripherals.

The OCF has software for most academic courses, as well as the word processing, spreadsheet, statistical analysis, programming languages, graphics production and database management software supported at Boston College for each type of computer. Many professors allow electronic filing of class assignments or provide electronic information for students in folders that are accessible on a central file server. Paper output is available from laser printers.

Workstations can access EagleNet, Boston College's campus-wide information network that links the IBM mainframe, VAX cluster, UNIX workstations and more than 2,000 desktop computers on campus. EagleNet provides access to an ever-increasing variety of services including: course registration, grades, academic and financial aid information, electronic mail (e-mail), QUEST (Boston College's electronic Library catalog), indexes to periodicals, and electronic services of other affiliated libraries.

The Boston College InfoEagle is a rapidly expanding electronic source of campus information, with on-line listings of campus events, telephone numbers, want ads, research discussions and other information. The EagleNet is connected to the Internet, a world-wide computer network offering users a wide variety of interesting resources and research tools. Electronic mail accounts are available for students.

The OCF is staffed with professionals and students who provide assistance with all aspects of computing. Training tutorials and software documentation are available for use within the facility.

More specialized assistance is provided by the Help Center in Gasson Hall. It is open Monday through Friday from 9:00 a.m. to 5:00 p.m. on a walk-in, phone-in or electronic mail (e-mail) basis. The Help Center phone is 552-HELP, or e-mail to: Help_Center@bcvms.bc.edu.

The OCF and the Help Center are part of Boston College's Information Processing Support department, which is also staffed by consultants providing advanced computing and networking support.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 1.5 million volumes, and approximately 15,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty-eight million records from the Library of Congress and from more than 17,000 contributing institutions worldwide.

Boston College was among the first schools in the country to offer an on-line public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using video display terminals in all the libraries, and faculty may access the catalog from their houses or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information about the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over one million book volumes, 9,500 active serials, 1,550,000 microforms and 146,500 government documents, as well as a growing audiovisual collection. The O'Neill Library is a leader in the use of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as four Macintosh workstations that may be reserved for use by students, undergraduates having first priority.

The School of Social Work Library, McGuinn Hall, contains a collection of over 35,000 volumes, 340 serials, government documents, social work theses, doctoral dissertations, and videotapes. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support the master's and doctoral programs offered at the Chestnut Hill campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Primarily Anglo-American in character, the collection also contains growing numbers of

international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW and has an in-house network of CD-ROM databases.

The Bapst Library, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and now houses the Libraries' collections in art as well as a circulating collection of novels, poetry, drama, biography, short stories, essays and nonfiction. Approximately five hundred seats are available as study space including a Graduate Study Area.

The Thomas P. O'Neill, Jr. Office is located on the fourth level of Bapst Library. The office houses furnishings and memorabilia from former Speaker of the House O'Neill's Capitol Office in Washington, D.C. Visitors are welcome from 10:00 a.m. to 4:00 p.m. weekdays or by special arrangement.

The John J. Burns Library of Rare Books and Special Collections, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to nearly one hundred thousand volumes, more than three million manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemerals. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Educational Resource Center, located in Campion Hall, serves the School of Education's faculty and students. The collection includes children's books, curriculum and instructional materials, educational and psychological tests, and educationally oriented information technology.

THE CAMPUS

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential sub-

urb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, the Conte Forum, modular and apartment residences as well as recreational and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract that also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

POLICY OF NON-DISCRIMINATION

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status, or disability. The Director of Affirmative Action has been designated to coordinate the College's efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise questions regarding violation of this policy with Barbara Marshall, Office of Affirmative Action, More Hall 315, 617-552-2947. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Boston College has designated the Director of Affirmative Action as the person responsible for coordinating its efforts to comply with Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination against individuals with disabilities in employment) and Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

CONFIDENTIALITY OF STUDENT RECORDS

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The University also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute that requires that students be permitted to review records in their files and offers them the possibility of correcting errors that they may discover. Students or others seeking complete information regarding their specific rights and the responsi-

bilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term, home and electronic addresses, telephone number, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, school/college of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and electronic mail addresses and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information, which is available in the Registrar's Office. All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

NATIONAL STUDENT LOAN CLEARINGHOUSE

Boston College is a member of the National Student Loan Clearinghouse. The National Student Loan Clearinghouse is responsible for the processing of Student Loan Deferment forms for Subsidized and Unsubsidized Stafford, SLS, and PLUS loans.

Since the National Student Loan Clearinghouse is its legally designated agent, Boston College is precluded from completing any deferment forms for the loans listed above.

FULL-TIME ENROLLMENT STATUS

Graduate Arts and Sciences	7 or more credits
Graduate Nursing	9 or more credits
Graduate Education	9 or more credits
Carroll Grad. Management	12 or more credits
Graduate Social Work	12 or more credits
Law School	12 or more credits

All students are considered half-time with 6 credits.

The credit amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

In addition, students in GSAS, GSOE, and GSON who are registered for continuation courses (888, 998, 999) and GSOE students registered for certain practica/internship courses may also be considered full-time for federal loan deferments *only*. These exceptions are in accord with federal regulations and are subject to change.

ENROLLMENT STATISTICS AND GRADUATION RATE

During the fall of 1994 Boston College enrolled 9,079 undergraduate day students, 1,316 Evening College students and 4,303 graduate students.

Of the undergraduate day students who enrolled at Boston College in the fall of 1988, 91% completed their bachelor's degree by the spring of 1994.

CAMPUS SAFETY AND SECURITY PROGRAM

In compliance with the Student Right-to-Know and Campus Security Act, Boston College publishes the Campus Safety and Security Program, an annual report containing the University's campus safety and security policies and crime statistics. Upon request, this report is available to any prospective student. It may be obtained, along with other information the University is required to make available under the Student Right-to-Know and Campus Security Act, from the Office of Undergraduate Admission at (617) 552-3100 or by writing Boston College, Office of Undergraduate Admission, Devlin Hall 208, 140 Commonwealth Avenue, Chestnut Hill, MA 02167-3809.

TUITION AND FEES

Please see tuition and fees chart on page 7.

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing and Social Work are billed on August 15 for the fall and December 15 for the spring. Payment is due on September 15 and January 15 respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 15 and by December 15.

There is a \$100.00 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

MASSACHUSETTS MEDICAL INSURANCE

Commonwealth of Massachusetts Law has mandated that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in the Schools of Social Work and Management who register for 9 or more credits are considered 75 percent of full-time. Students in Graduate Arts and Sciences who register for 6 or more credits and students in the Graduate Schools of Nursing and Education who register for 7 or more credits are considered 75 percent of full-time. Boston College will offer these students the option of participating in the plan offered at the University or of submitting a waiver. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and are available upon request at

the Student Account Office. The waiver must be returned by October 13, 1995, for the fall semester and by February 14, 1996, for spring semester. Students who do **not** submit a waiver by the due dates will be enrolled and billed for the BC plan.

Students registering for less than 75 percent of a full-time course load who wish to enroll in the insurance plan must be in a degree-granting program. Such students enroll directly with the insurance company using the part-time enrollment form available at the Boston College Health Services department in Cushing Hall or at Walter W. Sussenguth and Associates. The coverage becomes effective upon receipt of the application and payment by the insurer.

Note: For insurance purposes students registered for 0 credits (e.g., Doctoral Continuation, Master's Interim Study) are considered part-time.

CHECK CASHING

Students presenting a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m.-4:00 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$15.00 per check
- All additional checks: \$25.00 per check
- Any check in excess of \$2,000.00: \$50.00 per check
- Check cashing privileges are revoked after the third returned check.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Graduate tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made *in writing* to the Dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.
- The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Sept. 11, 1995: 100% of tuition charged is cancelled
- by Sept. 15, 1995: 80% of tuition charged is cancelled
- by Sept. 22, 1995: 60% of tuition charged is cancelled
- by Sept. 29, 1995: 40% of tuition charged is cancelled
- by Oct. 6, 1995: 20% of tuition charged is cancelled

Second Semester

- by Jan. 22, 1996: 100% of tuition charged is cancelled

TUITION AND FEES FOR 1995-96 ACADEMIC YEAR

TUITION

Graduate Schools of Arts and Sciences, Education, and Nursing **

Tuition per semester hour	\$536.00
Auditor's fee†—per semester hour	268.00

Carroll School of Management, Graduate Division**

Tuition per semester hour	612.00
Auditor's fee† —per semester hour	306.00

Graduate School of Social Work**

Tuition	15,910.00
Tuition per semester hour, M.S.W.	432.00
Tuition per semester hour, D.S.W.	496.00

Law School**

Tuition	20,180.00
---------------	-----------

**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

†Audits are considered fees and are **not** refundable. Students changing from credit to audit receive no refund.

GRADUATE GENERAL FEES*

• Acceptance Deposit

Graduate Education	100.00
Grad SOM—part-time	200.00
Grad SOM—full-time	400.00
Law School†	200.00
Social Work—preliminary^	200.00

†Initial deposit due by April 15 with an additional \$400.00 due by June 1.

^Within two weeks of acceptance; an additional \$200.00 due by July 15.

• Activity fee—per semester

7 credits or more per semester	23.00
Fewer than 7 credits per semester	13.00

• Application fee (non-refundable)

Grad A&S, Education, Social Work	40.00
Grad SOM	45.00
Law School	50.00

• Certificates, Transcripts

2.00

• **Doctoral Comprehensive fee** (per semester for GA&S, GSON & GSOE)

536.00

• **Doctoral Comprehensive fee** (per semester for GSOM)

612.00

• **Doctoral Comprehensive fee** (per semester for GSSW)

496.00

• **Continuation fee** (per semester—Ph.D. or D.Ed. Cand. for GA&S, GSON and GSOE) ..

536.00

• **Continuation fee** (per semester for GSOM)

612.00

• **Continuation fee** (per semester for GSSW)

496.00

• **Master's Thesis Direction**

536.00

• **Master's Interim Study**

28.00

• **Laboratory fee** (per semester)

50.00–210.00

• **Late Payment fee**

100.00

• **Late Registration fee**

45.00

• **Mass. Medical Insurance** (per year)

455.00

(190.00 first semester; 265.00 second semester)

• Microfilm and Binding

Dactaral dissertation

90.00

Master's thesis

70.00

Copyright fee (optional)

35.00

• **Nursing Laboratory fee**

155.00

• **Registration fee** (per semester, non-refundable)

15.00

• **Student Identification Card** (mandatory for all new students)

15.00

*Fees are proposed and subject to change.

†Students who are in off-campus satellite programs or out-of-state teaching practices are exempt from the activity fee.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

FINANCIAL AID PROGRAMS

UNIVERSITY FELLOWSHIPS AND ACADEMIC GRANTS

- **Eligible:** Graduate students enrolled in a degree program.
- **Funding source:** Boston College funds; awarded by academic department.
- **Description:** See Financial Aid "Academic Grants," in the Graduate Arts and Science sections of this Catalog.

FEDERAL PERKINS LOAN* (FORMERLY NATIONAL DIRECT STUDENT LOAN)

- **Eligible:** Graduate students enrolled at least half-time in a degree program.**
- **Funding source:** Federal funds and collections from previous borrowers; awarded by the Boston College Financial Aid Office.
- **Description:** Interest free while in school. Repayment at 5% begins nine months after leaving school.

FEDERAL COLLEGE WORK-STUDY PROGRAM (CWSP)*

- **Eligible:** Students enrolled at least half-time in a degree program.**
- **Funding source:** Federally-funded; awarded by the Boston College Financial Aid Office.
- **Description:** An employment program that provides on and off campus employment opportunities. Both summer and academic year jobs are available to qualifying students.

FEDERAL STAFFORD LOAN (SUBSIDIZED AND UNSUBSIDIZED)*

- **Eligible:** Students enrolled on at least a half-time basis.**
- **Description:** A federally guaranteed loan program. Students may be eligible to borrow up to \$18,500 in a combination of subsidized and unsubsidized loans. The subsidized portion of the loan cannot exceed \$8,500. Repayment begins 6 months after leaving school. Contact the Financial Aid Office for interest rate information.

GRADUATE EDUCATION LOAN

- **Eligible:** Students enrolled at least half-time in a degree program.**
- **Funding source:** Boston College and Massachusetts Educational Financing Authority.
- **Description:** Up to 100% of total educational cost. Principal and interest can be deferred. You must have good credit to receive this loan, and a coapplicant is required.

ALTERNATIVE FINANCING PROGRAMS

- **Eligible:** Students and their families.
- **Funding source:** Commercial lenders (banks, credit unions, savings and loan associations).
- **Description:** There are a number of alternative financing programs available. You must have good credit in order to receive these loans. Students and their families should contact the Boston College Financial Aid Office for additional information.

*Complete Boston College Financial Aid Application required.

**Half time equals at least 6 credits per semester.

by Jan. 26, 1996: 80% of tuition charged is cancelled

by Feb. 2, 1996: 60% of tuition charged is cancelled

by Feb. 9, 1996: 40% of tuition charged is cancelled

by Feb. 16, 1996: 20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

Refund Schedule for Law Students

Law students are subject to the refund schedule outlined below.

First Semester

by August 25, 1995: 100% of tuition charged is cancelled

by Sept. 8, 1995: 80% of tuition charged is cancelled

by Sept. 15, 1995: 60% of tuition charged is cancelled

by Sept. 22, 1995: 40% of tuition charged is cancelled

by Sept. 29, 1995: 20% of tuition charged is cancelled

Second Semester

by Jan. 5, 1996: 100% of tuition charged is cancelled

by Jan. 19, 1996: 80% of tuition charged is cancelled

by Jan. 26, 1996: 60% of tuition charged is cancelled

by Feb. 2, 1996: 40% of tuition charged is cancelled

by Feb. 9, 1996: 20% of tuition charged is cancelled

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford Loan. In such cases, the regulations

require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. Graduate students may apply for financial assistance from the University Financial Aid Office and the academic department to which they are applying.

The Financial Aid Office administers federal financial aid programs that include Federal Stafford Loans (formerly Guaranteed Student Loan), Federal Perkins Loans, and Federal College Work-Study. Students who wish to be considered for financial aid from one or more of these sources, must complete and file the following documents:

- The Boston College Graduate Financial Aid Application
- The Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid
- A signed copy of the student's most recent federal tax return

Students in the Graduate School of Arts and Sciences should reference their section of this Catalog for more information about departmental financial aid.

Need is defined as the difference between the total education-related expenses of attending Boston College and the calculated ability of the student to contribute toward these expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus they tend to receive larger financial aid awards. The University's estimate of a student's financial need is based on an analysis of the information supplied on the FAFSA, the Boston College Graduate Financial Aid Application, and the tax return. A financial aid award or package will combine funds from various sources of assistance. These sources may include institutional, federal or state funds and can be in the form of grant, loan or work. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. The student is primarily responsible for paying college expenses. All students are expected to borrow a Federal Stafford Loan to the maximum eligibility as determined by the Financial Aid Office. Students are also expected to work on a limited basis (10-20 hours per week) during the academic year. Additionally, it is assumed that each student will work during the summer months and save toward educational expenses.

All financial resources are limited. Boston College uses these limited resources in such a way that the greatest number of students will benefit. Therefore, total financial assistance received by

a student cannot exceed total need. In the event that a student receives other outside assistance after Boston College has awarded aid, the student is required to report this assistance to the Financial Aid Office. The University may be required to adjust the offered aid. It is Boston College's policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first to reduce unmet financial need, and second to reduce the self-help component (loan or work) of a financial aid award.

It is the responsibility of students to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of an award program are not met. Students receiving a Federal Perkins Loan (formerly National Direct Student Loan) are expected to accept responsibility for the promissory note and all other agreements that they are required to sign. Students must comply with all Federal College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job and return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student's status (full-time, half-time) has not changed. Any change in the student's status must be reported to the Financial Aid Office, as it can affect the financial aid award. In addition, all financial aid applicants must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to re-establish his or her status and eligibility to receive financial aid.

To find specific information on the various programs, conditions and procedures, and the financial aid deadline dates, please refer to the Boston College Graduate Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these publications as well as all other materials or documents that may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask:

- what the cost of attendance is and the school policy on refunds for students who withdraw
- what financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs
- what the procedures and deadlines are for submitting applications for each available financial aid program

- what criteria the institution uses to select financial aid recipients
- how the institution determines financial need.

This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an explanation of the amount and type of aid in their financial aid award package. Students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must begin, and any cancellation and deferment provisions that apply. Students, offered a work-study job, have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- notify the lender of a loan (i.e., Federal Stafford Loan) of any changes in name, address or school status.

STUDENT SERVICES

AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College especially those identified as being at an academic disadvantage. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire University community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity that complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five

levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 33 varsity sports for men and women.

Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

The Center's Career Resource Library contains books, files, and videotapes, as well as an easy-to-use computerized career guidance system that provides interest and skills assessment, as well as descriptive information about more than 400 careers.

The Career Information Network, composed of more than 2,000 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies, an on-campus recruiting program, current job listings and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly Calendar of Events. The Career Center is open on Monday evenings until 7:30 p.m. during the academic year for the convenience of graduate students and alumni.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and by building a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, 552-3475.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, the Undergraduate Government of Boston College, the Graduate Student Association, alcohol and drug education, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process.

Dining Services

The University offers a varied and nutritionally balanced menu in five dining areas: McElroy Commons, Eagles Nest and Lyons Hall on

Middle Campus, Stuart Hall on Newton Campus, and a new facility on Lower Campus. In addition students can use their Meal Plan in The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave., 70 and 90 St. Thomas More Road and Greycliff dormitories. The cost of the full Meal Plan for 1995–96 is \$1,620.00 per semester or \$3,240.00 per year.

Optional meal plans are available to all other students living in on/off campus apartments, and to commuters. A one hundred dollar minimum deposit is required.

Further information can be obtained by contacting the University Meal Plan Office, 617-552-3533, Lyons Hall 1B. A dietitian is available to those students with special dietary needs or restrictions, by calling 617-552-3178.

Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office of the School to which they are applying. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding services for students with physical disabilities contact John Hennessy, Coordinator of Services for Physically Challenged Students, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities contact Dr. Kathleen Duggan, Coordinator of Academic Support Services for Learning Disabled Students, Academic Development Center, O'Neill Library, 617-552-8055.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves students in the Graduate Schools of Arts and Sciences, Education, Nursing, Social Work, and the Carroll Graduate School of Management. Currently, approximately 4,000 full and part-time and special students are enrolled in these programs.

The GSA exists to provide academic support to students in the form of conference grants and special group funding, to host social, cultural and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University community. The GSA nominates graduate students to serve on a variety of committees, including the University Academic Council, the University Committee on Alcohol and Drug Abuse, the Graduate Educational Policy Committee and the new student center committee.

The GSA is funded by the activities fee charged to every graduate student and is governed by the GSA Student Council, composed of student representation from each academic department. The council and staff work together to strengthen the collective voice of graduate students. The GSA publishes a monthly newsletter, called *The Bulletin*, which is mailed home to all

graduate students. It also publishes an annual *Graduate Students Achievement Profile*, listing all graduate students who have published or presented papers, won awards or otherwise been acknowledged for their work.

The GSA has its offices in Hovey House, located at 258 Hammond Street across Beacon Street from McElroy Commons. A Graduate Student Lounge, with a pool table, television and dart board, is also there. All graduate students are welcome to attend the GSA's weekly meetings. The GSA's telephone numbers are as follows: 552-8706 (GSA Office), 552-2951 (Director), 552-3504 (Programs) and 552-2193 (Communications).

Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may receive on-campus medical care by signing up at the University Health Services Office in Cushing Hall, Room 119. The Health/Infirmary Fee will then be charged to their account.

The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, wart, physical therapy, allergy and immunization clinics. The In-Patient Infirmary is open 24 hours a day when school is in session.

The Health/Infirmary Fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all university students registered for 75 percent of a full-time course load be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. (See Massachusetts Medical Insurance, p. 6) Insurance information is available at University Health Services Office, Cushing Hall, Room 119.

Immunization

Commonwealth of Massachusetts Law requires all full-time graduate students born after 1956 to show evidence of satisfactory immunization against measles (2 doses), mumps, rubella, tetanus, and diphtheria. Students who fail to provide adequate documentation of immunization will not be permitted to register and attend classes. The only exceptions permitted are when immunizations conflict with personal religious belief or when a physician documents that immunizations should not be given due to pre-existing medical problems or a blood test documents immunity.

University Counseling Services (UCS)

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling offices on campus

(Gasson 108, 552-3310; Campion 301, 552-4210; Fulton 254, 552-3927).

ACADEMIC REGULATIONS

Note: In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this Catalog, or in the appropriate individual school's bulletin.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A–, B+, B, B–, C, or F. In addition, students in the Law School may receive grades of C+, C–, and D. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. For Law School students, the grades of C– and D may be awarded for work that is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A–, B+, B, B–, or C. No academic credit is granted for a course in which a student receives a grade of F. *Note:* Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards that apply to their individual degree programs. A Pass/Fail option is available for a limited number of courses, as stipulated by the School. Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis.

Incompletes and Deferred Grades

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of I for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for

more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A Graduate School of Social Work student who fails to remove an I within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

A J grade is recorded when the grade is deferred.

Graduation

The University awards degrees in May, September and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date.

In order to ensure timely clearance students should sign up for graduation in the Registrar's Office by the deadline published in the Academic Calendar. University policy states that degree candidates must be registered in the semester in which they graduate.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. For students in the Law School and the Graduate Schools of Management, Education, Nursing and Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences. **Note:** Students in Education and Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

Transcript requests must be submitted in writing to: **Transcript Requests**, Office of the Registrar, Lyons Hall 113, Boston College, Chestnut Hill, MA 02167.

Usually requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "same day fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy). University policy prohibits the issuance of partial transcripts.

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Student Absences for Religious Reasons

Any student who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement that may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Registration

All graduate students register for courses on-line using either *UView Plus* on a computer or *UDial* on a touch tone telephone

New students will be mailed registration materials by their respective admissions offices. Continuing students may pick up registration materials in the foyer of Lyons Hall approximately one week before the beginning of registration. Out-of-state students will be mailed their registration materials.

Withdrawal from a Course

To withdraw from a course after the registration period, graduate students should go to the Office of the Associate Dean for their school.

After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by W in the grade column of the permanent record. No student will be permitted to withdraw from a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period will receive a final grade in the course.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in their Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence

All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to register or who want a leave of absence for a given semester must file the Leave of Absence Form with their Dean's Office.

To assure re-enrollment for a particular semester following a leave of absence, students must notify their Dean's Office at least six weeks in advance of the start of the registration period.

Readmission

Students who desire readmission will initiate the process in their respective Dean's offices. Applications for readmission should be made at least six weeks before the start of the next registration period.

The appropriate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University. **Note:** Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement.

SPECIAL PROGRAMS

Cross-Registration Program

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis University, or Tufts University. Students in the Carroll Graduate School of Management may not take courses at Brandeis University. Usually students cross-register for one course a semester but may, with their advisor's permission, cross-register for additional courses. Students should be aware that the number of courses for which they may register is at the discretion of the host institution. Students should pick up the Cross-Registration Petition in the Registrar's

Office, Lyons 112. Tuition payments for cross-registration are made to Boston College. For further information please contact the Boston College Registrar's Office, 617-552-3300.

Boston Theological Institute

Students who want to cross-register through the Boston Theological Institute (BTI) should pick up a Cross-Registration Petition in the Theology Department (Carney 418) and return it with the appropriate authorization to the Registrar's Office at Boston College. Tuition payments for BTI are made to Boston College.

Study Abroad Programs

Boston College offers study and research opportunities for students in each of the graduate schools through programs in England, France, Germany, Ireland, Japan, the Netherlands and Scotland.

University of Amsterdam, Netherlands

The University of Amsterdam, the largest university in the Netherlands, offers liberal arts and professional courses, taught in English, that span many disciplines. Amsterdam is a very European city where English is widely spoken.

- Contact: Marian St. Onge, Office of International Programs.

TU Dresden, Germany

Founded in 1828, this "technical university" is energetically developing its humanities divisions. Dresden Technistat Universitat offers courses in Germanic and European studies and a program in the sciences. Dresden, the capital of Saxony in the former GDR, has a distinguished cultural and intellectual history.

- Contact: Marian St. Onge, Office of International Programs.

Bordeaux, Brest and Clermont-Ferrand ESC Exchanges

Programs in management for M.B.A. students.

- Contact: Lou Goldberg, Carroll Graduate School of Management.

Loyola College Madras, India

Fall semester program in the liberal arts, commerce, and sciences.

- Contact: Francis Clooney, S. J., Theology Department.

University Colleges Cork, Dublin, and Galway

Program for Irish studies, social sciences, and management students.

- Contact: Adele Dalsimer, English Department; Marian St. Onge, Office of International Programs.

Sogang University, Korea

Academic exchange offering a wide range of courses in Korean and English.

- Contact: Marian St. Onge, Office of International Programs.

University of Otago, Dunedin, New Zealand

M.B.A. students' program emphasizing collaboration, communication, and peer management processes.

- Contact: Lou Goldberg, Carroll Graduate School of Management.

Cuba/China: Comparative Social Policy Analysis (SW 813)

This three-credit course offers students in the Graduate School of Social Work an integrative cross-cultural exploration of national social policy issues on market and non-market social policy. The course includes a field experience of 15 days in Cuba (Havana, Matanzas, Hibicoa, Santiago, and Varadero), or three weeks in the People's Republic of China (Shanghai, Beijing, Turpan, Kashgar, Urumqi, the Taklamakan Desert, Lanzhou, Kunming, Xiang, Dunhuang, Chengdu).

• Contact: Demetrius Iatridis, Graduate School of Social Work.

St. Petersburg: Study/Research Program

This graduate-level academic program offered by the Department of Slavic and Eastern Languages is run in cooperation with the Institute of Russian Literature of the Russian Academy of Sciences, Russia's highest institution of literary research and learning. Through the program, participants live with private families for one or two semesters in one of the most cultured and beautiful Russian cities while attending lectures and seminars and pursuing individual research work.

Students pay tuition and program fee to Boston College before departure, receive full academic credit and a Russian transcript from the Russian Academy.

• Contact: Professor M.J. Connolly, Chairperson, Department of Slavic and Eastern Languages.

Louvain: European Experience-CSOM Graduate School

The Carroll Graduate School of Management and the departments of Economics, History and Political Science offer a three-week summer program in association with the Irish Institute for European Affairs in Louvain (Leuven), Belgium. There is a travel component consisting of corporate visits in Milan, Italy and Sophia-Antipolis, France.

Students pay tuition and expenses to Boston College prior to departure in May.

• Contact: Dean Louis Corsini, Carroll Graduate School of Management.

Sophia University, Tokyo, Japan

Students may attend Sophia University, Tokyo for a semester or full year. Courses include Japanese language and history, and the political, economic and cultural systems of Japan.

• Contact: Marian St. Onge, Office of International Programs.

University of Paris-Sorbonne, France

The program at the University of Paris gives students the opportunity to participate in a course of study in French literature, culture and cinema.

• Contact: Ourida Mostefai, Romance Languages and Literatures.

University of Strasbourg, France

This academic year program offers study in Management, political science, history, and economics. Strasbourg is the site of the European Parliament, the council of Europe and the European Human Rights Commission.

• Contact: Marian St. Onge, Office of International Programs.

University of Glasgow, Scotland

Students attending the University of Glasgow, one of the oldest universities in Europe, choose courses in European Community, Scottish studies, business and the sciences. Glasgow, the former "Second City of the British Empire," was named "cultural center of Europe" in 1990.

• Contact: Marian St. Onge, Office of International Programs.

London School of Economics

Curriculum includes programs in economics, international relations, and history.

• Contact: Marian St. Onge, Office of International Programs.

London: Law School Spring Semester Abroad

The semester in London is designed to strengthen the curriculum of the Boston College Law School in the field of Comparative Law. The academic program consists of classes at King's College, London, and of externships modeled on the clinical program currently offered at Boston College Law School.

• Contact: Professor Cynthia Lichtenstein, Boston College Law School.

Madrid: ICADE Business School of the University of Comillas in Madrid

The Carroll School of Management maintains an international student exchange program with the ICADE Business School of the University of Comillas, in Madrid, Spain. M.B.A. students selected to participate in the program spend the fall semester of their second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program.

• Contact: Dean Louis Corsini, Carroll Graduate School of Management.

Nanjing University, China

Nanjing University hosts students with at least two years of Chinese language or the equivalent. NU, located in one of China's most ancient cities, is an elite university with course offerings across the disciplines.

• Contact: Frank Soo, Philosophy Department.

Paris: Ecole Normale Supérieure

The Department of Romance Languages and Literatures maintains a one-year exchange program with the Ecole Normale Supérieure in Paris. A graduate student in French goes to Paris and a student from the Ecole Normale comes to Boston. The student from Boston College serves as an assistant at a high school in the greater Parisian area and may audit at no cost any courses given at the ENS. The student from the ENS serves as a part-time lecturer at Boston College, teaching a minimum of five courses over two semesters, and may also audit any Boston College course with the permission of the professor.

• Contact: Professor Ourida Mostefai, Romance Languages and Literatures.

San Francisco de Quito University, Ecuador

This new university offers excellent programs in management, Latin American and environmental studies for semester and full-year exchange students. A summer intensive Spanish language program is also offered.

• Contact: J. Enrique Ojeda, Romance Languages and Literatures.

Summer Programs**Boston/Strasbourg Internship Exchange**

This program allows students to gain business experience in an internship in Strasbourg, France.

• Contact: Marian St. Onge, Office of International Programs.

Boston/Hangzhou Internship Exchange

This internship includes a work placement in a Sino-Foreign joint venture in the Shanghai/Hangzhou area.

• Contact: Marian St. Onge, Office of International Programs.

Boston/Melbourne Internship Exchange

Six-week summer work opportunity in Melbourne, Australia.

• Contact: Marian St. Onge, Office of International Programs.

University of Ulster

Three-week summer program at the UN Center for Peace and Conflict Studies.

• Contact: Marian St. Onge, Office of International Programs.

SUMMER SESSION

With its wide range of accredited courses and special programs, Boston College Summer Session answers the educational needs of a broad spectrum of students—those already in degree programs at Boston College and at other institutions, and academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The summer program takes place within two six-week periods beginning in early May. Credits earned per course are equivalent to one semester of the regular academic year.

Graduate level summer programs are administered by the respective graduate schools. Anyone not currently enrolled as a Boston College graduate degree student or as a special student must apply for admission and be accepted before they will be able to register.

Registration for undergraduate courses is conducted in the Summer Session Office, McGuinn 100.

COURSE NUMBERS AND CODES

The alphabetic prefix of each course indicates the department or program offering the course.

(F: 3) or (S: 3)—Designates a 3-credit course that will be offered either in the fall or in the spring.

(F, S: 3)—Designates one course that will be offered in the fall and in the spring, but may be taken only once for 3 credits.

(F: 3-S: 3)—Designates a two-semester course that can be taken both semesters for a total of 6 credits.

Courses with no semester designation will not be offered in 1995-96 but are taught on a regular basis by the department.

GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), Master of Science (M.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also may admit as Special Students those not seeking a degree who are interested in pursuing course work for personal enrichment.



GENERAL INFORMATION

The Graduate Admissions Office, McGuinn Hall 221, is open from 8:45 a.m. to 4:45 p.m., Monday through Friday, to assist persons making preliminary inquiries. Application materials for U.S. citizens or for those who have official permanent U.S. resident status are included in the *Graduate School Bulletin*. The *Bulletin* may be obtained either from the department in which students hope to study or from the Graduate Admissions Office. All non-U.S. citizens should obtain their application materials from the Graduate Admissions Office as additional documents are required of them and additional information is provided for them.

The *Schedule of Courses and Registration Information for Graduate Students* booklets are published by the University Registrar prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association Office provide non-academic services for students.

MASTER'S DEGREE PROGRAMS

Requirements for Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit."

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. Consult the section for each department for language requirements.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fee are charged during this period. No credit is granted.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is required for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Interim Study 888, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Graduate School Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than 2 semesters at a time. Students submit the Leave of Absence form to the Dean's Office.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the Re-admission Form with the Dean's Office at least 6 weeks prior to the registration period for the semester in which they expect to re-enroll.

SPECIAL PROGRAMS

- Master of Arts in American Studies: See departments of History, English, and Political Science.
- Master of Arts in Biblical Studies: See department of Theology.
- Master of Arts in Irish Studies: See department of English.
- Master of Arts in Medieval Studies: See department of History.
- Master of Arts in Slavic Studies: See department of Slavic and Eastern Languages.
- Certificate of Advanced Graduate Studies (C.A.G.S.): See department of English.

The five-year time limit for completing a Master's Degree also applies to the C.A.G.S. program.

DOCTORAL DEGREE PROGRAMS

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this Catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic

year, during which the student is registered as a full-time student at the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim, students should register for Doctoral Comprehensives 998. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally, within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and that demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments, and of the Graduate School of Arts and Sciences.

Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee

members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Arts and Sciences Office. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Dissertation Publication

Doctoral candidates should report to the Graduate School Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the Doctoral degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

INTERDISCIPLINARY DOCTORAL PROGRAM

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

SPECIAL STUDENTS (NON-DEGREE)

Students not seeking a degree, but who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter a department of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate Department in concert with Graduate School regulations.

Those admitted as Special Students may take courses only in the Department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting Department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for admission; consequently, a second application fee is not required.

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous Master's/Bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, etc., consult the requirements of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for Special Student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and special students are not admitted officially until the completed Application Form with a positive Department recommendation has been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental Master's, C.A.G.S., and doctoral programs.

For the necessary Application Forms and information, Domestic Students (U.S. citizens and permanent resident non-U.S. citizens) should

address their requests to the department of interest or to the Graduate Admissions Office.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), information regarding these tests may be obtained from The Center for the Study of Testing, Evaluation and Educational Policy, Boston College, Chestnut Hill, Massachusetts 02167.

Information on the GRE tests also may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or Educational Testing Service, 1947 Center Street, Berkeley, California 94794.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Applicants are urged to use the Application Acknowledgment post card included in the Graduate School *Bulletin* to ensure the completeness of their application and to contact the department in which they plan to study or the Graduate School Admissions Office if they require additional information.

Foreign Students (Non-U.S. citizens who are not permanent residents of U.S.)

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to Graduate School of Arts and Sciences, Graduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167, U.S.A.

They should **not** send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and indicate that their score be forwarded to the Graduate School by the Educational Testing Service. Ordinarily, a minimum score of 550 on this examination is expected by the Graduate School for admission. Individual departments may require a higher score. Information about this examination can be obtained from the Educational Testing Service (see above for address).

GRADUATE SCHOOL PROGRAMS AND DEGREES

DEPARTMENT OF INSTRUCTION

	PH.D	M.A.	M.A.T.	M.S.	M.S.T.	C.A.G.S.
American Studies		✓				
Biology	✓			✓	✓	
Chemistry	✓			✓	✓	
Classical Long.		✓				
Economics	✓	✓				
English	✓	✓	✓			✓
Geology/Geophysics				✓	✓	
History	✓	✓	✓			
Linguistics		✓				
Mathematics		✓			✓	
Postoral Ministry		✓				
Philosophy	✓	✓				
Physics	✓			✓	✓	
Political Science	✓	✓				
Psychology	✓					
Romance Languages	✓	✓	✓			
Russian		✓				
Slavic Studies		✓				
Sociology	✓	✓				
Theology	✓	✓				
Irish Studies (English)		✓				
Biblical Studies (Theology)		✓				
Medieval Studies (History)	✓	✓				
Medieval Studies (Romance Languages)		✓				

Applications for admission that do **not** involve a request for financial aid should be received in the Graduate School Office by April 15 for September admission and by October 1 for January admission.

Applications for admission that **do** involve a request for financial aid should be received in the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions but may vary by department. Decisions for January or June admission are made on a rolling basis. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

ACADEMIC REGULATIONS

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Graduate School of Arts

and Sciences. Cases involving academic integrity shall be referred to the Dean for adjudication.

Academic Grievances

A student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean to discuss the situation and to obtain information about Graduate School of Arts and Sciences grievance procedures.

Grades

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from the school.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive a temporary grade of I (Incomplete). Beginning in the 1995-96 academic year, except in extraordinary cases, all such I grades will automatically be changed to F after six weeks in the semester following the semester in which the course was taken.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule available on *UView*. When examinations or classes are canceled as a result of stormy weather, an announcement is made on the radio (WBZ), or by recorded phone message (call 552-INFO), generally by noon. The scheduling of examinations thus canceled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's Chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned graduate credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

GRADUATION

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Registrar's Office by the deadline stated in the Academic Calendar. For students who sign up for graduation but who for some reason, do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification from their Dean's office.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and December Graduations

Graduate students who have completed all degree requirements by September 1 or December 30 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or September, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Scholarships. Awards vary by discipline and can be as large as \$12,000 plus a full tuition scholarship. Individuals whose applications are complete will routinely be considered for financial aid by the Department in which they hope to study; no separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

University Fellowships

University Fellowships are available in some departments offering the Ph.D degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These are in addition to other Fellowship and Assistantship awards, which carried tuition scholarships and stipends of \$12,000 for the 1995-96 academic year. These fellowships do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Graduate Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the Department Chairperson.

Assistantships provide a stipend that varies among departments.

Research Assistantships

Research Assistantships are available in some departments. The stipends are similar but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the Department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Financial Aid Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients must report to the Graduate Admissions Office to fill out personnel cards and tax information forms.

An aid recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the Department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. Refer to the earlier section on Financial Aid in this Catalog and to the Graduate School *Bulletin*.

AMERICAN STUDIES

FACULTY

American Studies Faculty Caucus for 1995-96
Professor Christopher Wilson, (Director), English
Professor Henry Blackwell, English
Professor Andrew Buni, History
Professor Juliana Chang, English
Professor Alexandra Chasin, English
Professor Anne Fléche, English
Professor William Gamson, Sociology
Dean Carol Hurd Green, Arts and Sciences
Professor Stuart Hecht, Theater
Professor Jeffrey Howe, Fine Arts
Professor Lynn Johnson, History
Professor Robert Kern, English
Professor Alan Lawson, History
Professor Seymour Leventman, Sociology
Professor Ramsey Liem, Psychology
Professor Suzanne Matson, English
Professor Karen Miller, History
Professor Philip O'Leary, English
Professor Carol Petillo, History
Professor Richard Schrader, English
Professor Laura Tanner, English
Professor Cecil Tate, English
Professor James Wallace, English
Professor Reva Wolf, Fine Arts



PROGRAM DESCRIPTION

American Studies at Boston College is an inter-departmental program leading to the Master of Arts degree. Normally, students enter either through History or English, but cooperating departments include Sociology, Political Science, Psychology and Fine Arts as well. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a colloquium in the literature and practice of American Studies, and two research seminars. In addition to these nine credits, the student is required to take twelve hours of graduate work in his or her major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his or her ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area.

Applicants are asked to acquire application materials from the department that will be their major field of concentration.

COURSE OFFERINGS

Students construct their program from Americanist offerings in cooperating departments, in addition to the two-course core sequence.

AS 724 Graduate Core Colloquium: An Introduction to the Literature of American Studies (F: 3)

This course will introduce traditional American Studies methods and then compare them with more recent developments in the field. We will go on to consider some recent trends in Cultural Studies, focusing particularly on ways of studying the intersections of race, class, gender, sexuality, and national identity in concrete local instances. Central themes will include social space (e.g., segregation, homelessness, public art) and taste (i.e., processes of acculturation) as determinants and limits of U.S.-American identities and communities. The course will work largely as an exercise in comparative methodology, but we will also—through readings, films, and independent research—treat particular historical moments as cases in point.

Alexandra Chasin

AS 990 Graduate Core Seminar: History of the American Environment (S: 3)

This is a study of America's real or imagined physical being from colonial changes in the land to the present. Until recently the nation (through popular literature, political thought, advertising, and movies) believed itself to be bountiful and limitless in resources, from sea to shining sea. As reality has set in, we find ourselves ecologically in turmoil. Areas and issues to be researched in this seminar include clearing the land, the impact of urbanization and suburbanization, transportation, American industrialization and post-industrialization from boom to rust belt, environmental racism, gender issues, and environmental protection.

Andrew Buni

Interested students may inquire about the Program by writing directly to Professor Christopher P. Wilson, Director, American Studies Program, English Department, Boston College, Chestnut Hill, MA 02167.

BIOLOGY

FACULTY

Walter J. Fimian Jr., *Professor Emeritus*; A.B., University of Vermont; M.S., Ph.D., University of Notre Dame
Yu-Chen Ting, *Professor Emeritus*; A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University
Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst
Maurice Liss, *Professor*; A.B., Harvard University; Ph.D., Tufts University School of Medicine
Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois
Jolane Solomon, *Professor*; A.B., Hunter College; A.M., Ph.D., Radcliffe College

Grant W. Balkema, *Associate Professor*; B.S., Ph.D., Purdue University

William J. Brunken, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

James J. Gilroy, *Associate Professor*; B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Jonathan J. Goldthwaite, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Joseph A. Orlando, *Associate Professor*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

William H. Petri, *Associate Professor*; Chairperson of the Department; A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

R. Douglas Powers, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University

Allyn H. Rule, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University

Chester S. Stachow, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba

Thomas Chiles, *Assistant Professor*; B.S., Ph.D., University of Florida

Donna Maire Fekete, *Assistant Professor*; B.S. University of Vermont; Ph.D., Harvard University

Charles S. Hoffman, *Assistant Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Robert J. Wolff, *Senior Lecturer*; B.A. Lafayette College, Ph.D., Tufts University.



PROGRAM DESCRIPTION

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Graduate School of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Catalog, must be met.

Requirements: The minimum curriculum for Ph.D. students consists of three core courses in Advanced Biochemistry (BI 604), Genetics and Molecular Biology (BI 605), and Cell Biology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate level (500 or higher) biology courses and 4 graduate seminars (800 or higher). All Ph.D. candidates are expected to have taken differential and integral calculus and physical chemistry either before or during their course of studies. The physical chemistry requirement may be satisfied by BI 515, Biophysical Chemistry. In addition, in order to advance to candidacy for the doctoral degree, the student must pass a Comprehensive Examination and defend a research proposal.

A minimum of 30 graduate credits is required for the Master's degree. For the M.S. in Biology this must include three core courses in Advanced Biochemistry (BI 604), Genetics and Molecular Biology (BI 605), and Cell Biology (BI 608); a Laboratory Orientation course (BI 611); two additional graduate biology courses (500 or higher), and one seminar course (BI 808 through BI 889). Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research conducted within the Department under the guidance of a faculty member.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. Contact the Department for more detailed information.

COURSE OFFERINGS

An asterisk (*) after the course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

BI 506 Recombinant DNA Technology (F: 3)

Prerequisite: BI 304-305 (or equivalent) or permission of the instructor

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week. *Charles S. Hoffman*

BI 510 General Endocrinology (S: 3)

Prerequisite: Introductory Biology or permission of instructor

Suggested: Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. The course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered. *The Department*

BI 515 Biophysical Chemistry (F: 3)

Prerequisite: BI 440 (or equivalent), two semesters of organic chemistry, physics with calculus, and one semester of biochemistry. A one-semester course in physical chemistry is desirable but not required.

This course includes lectures on a number of the most important physicochemical methods for determining the structures of macromolecules. Topics include electrophoresis, sedimentation, viscosity, light scattering, UV and visible spectroscopy, ORD and CD spectroscopy, X-ray crystallography, and NMR spectroscopy.

Recommended for seniors and graduate students only. *Donald J. Plocke, SJ*

BI 540 Immunology (F: 3)

Prerequisites: BI 200–202, CH 109–110 or consent of professor

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition versus nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. *Allyn H. Rule*

BI 548 Comparative Animal Physiology (S: 3)

Prerequisites: BI 200–202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the

various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Carol Halpern

BI 550 Membrane Biology and Biochemistry (S: 3)

Prerequisites: BI 406 Cell Biology, and at least one semester of Biochemistry BI 435 or CH 561–562, or permission of instructor/department

This course is designed to examine the role of biological membranes in mammalian and prokaryotic cells. Topics related to the physical and chemical properties of membranes will be discussed and include the structure of membrane lipids, characteristics of membrane proteins, and protein-lipid interactions. Topics related to the physiological role of membranes in biological systems will include the function of membrane receptors, ion channels, transporters, membrane recycling, signal transduction, cellular junctions, and cell-cell interactions. *Thomas C. Chiles*

BI 554 Principles of Mammalian Physiology (F: 3)

Prerequisite: BI 200–202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism. *Grant Balkema*

BI 556 Developmental Biology (S: 3)

Prerequisites: BI 304 and 305 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms differentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs; and (2) what are the basis and role of pattern information in this process. *Douglas Powers*

Donna Fekete

BI 558 Neurogenetics (F: 3)

Prerequisites: Genetics and Biological Chemistry

The emphasis of this course is on the genetic and biochemical basis of neurological diseases in humans and mice. Special attention will be given to lipid storage disease, epilepsy, Huntington's disease, Alzheimer's disease and movement disorders. *Thomas Seyfried*

BI 562 Neurophysiology (S: 3)

Prerequisites: BI 554 or permission of the instructor

This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction,

the neuronal synapse, and sensory physiology with emphasis on the visual system.

Grant W. Balkema

BI 570 Biology of the Nucleus (F: 3)

Prerequisites: BI 302, Principles of Genetic Analysis, and two semesters of Biochemistry, BI 435 plus BI 440; or CH 561 plus CH 562; and permission of instructor/department

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eucaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns, and RNA processing, and gene regulation.

Anthony T. Annunziato

BI 580 Molecular Biology Laboratory* (S: 3)

Pre or corequisite: BI 440 or BI 506 or equivalent

An advanced project laboratory limited to a maximum of 12 students interested in hands-on training in the experimental techniques of molecular biology under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught will include macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. Ideal for students who desire a solid introduction to the methods of molecular biology through practical training. Lab fee required.

The Department

BI 604 Advanced Biochemistry (F: 3)

Topics will include structure and function of nucleic acids and proteins, carbohydrates, the bioenergetics of metabolism, and the integration and control of metabolic processes, biochemistry of information transfer, including DNA replication, transcription and translation.

Joseph Orlando

Chester S. Stachow

BI 605 Genetics and Molecular Biology (F: 3)

This course will cover basic genetic mechanisms, a study of gene structure and a variety of cellular strategies for the control of gene expression. Special emphasis will be placed on the use of modern technology to approach current questions in molecular biology.

M. Kathleen Dunn

Charles S. Hoffman

William H. Petri

BI 608 Cell Biology (S: 3)

This course includes topics in methods of cell biology, membrane biology, signal transduction, cell motility, and organelle function, intercellular connection and communications, targeting mechanisms for proper intracellular compartmentalization.

Thomas Chiles

Donna Fekete

BI 611 Department Research and Laboratory Orientation (F: 1) *

This course will introduce new graduate students to department research programs and facilities. Includes laboratory rotations required for Ph.D. students and optional for M.S. students. Required of first-year M.S. and Ph.D. students.

The Department

BI 681 Graduate Neurobiology (S: 3)

This is a discussion course. Students will be required to attend BI 481 lectures and one additional weekly meeting of 2 hours to discuss critical papers in the field. The discussion time will be arranged. All students interested in the neurosciences are encouraged to take this course in their first semester.

William Brunken

BI 799 Readings and Research (F, S: 3)

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned under this course.

The Department

BI 801 Thesis Seminar (F: 3-S: 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. A maximum of six credits may be earned under this course.

The Department

BI 888 Interim Study (F: 0-S: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

BI 805-806 Departmental Seminar (F: 1-S: 1)

This is a series of research seminars by leading scientists both from within the Department and from other institutions that are presented on a regular (usually weekly) basis.

William H. Petri

BI 998 Doctoral Comprehensive (F: 0-S: 0)

Required for Doctoral students who have completed all course requirements but are preparing for comprehensive examinations.

The Department

BI 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

The Department

Courses offered by the Biology Department on a non-periodic basis in response to student needs and faculty availability. Consult the department prior to each semester for anticipated offerings:

BI 519 Fundamentals of Radiation Biology

BI 533 Plant Improvement Strategies

BI 538 Biology of Cell Cycle

BI 552 Developmental Neurobiology

BI 561 Molecular Evolution

BI 654 Developmental Genetics

BI 746 Immunochemistry

BI 747 Advanced Immunological Techniques

BI 750 Bacterial Physiology and Metabolism

BI 760 Biochemical Control Mechanisms

BI 808 Growth Factors and Oncogenes

BI 809 Selected Topics in Molecular Immunology

BI 810 Seminar in Fertilization and Gamete Physiology

BI 812 Seminar in Neurophysiology

BI 814 Seminar in Bacterial Metabolism

BI 819 Advanced Topics in Biochemistry

BI 821 Topics in Yeast Molecular Genetics

BI 823 Seminar in Molecular Embryology

BI 824 Seminar in Physiology

BI 828 Seminar on the Functional Role of Metals in Biological Systems

BI 830 Topics in Plant Molecular Biology

BI 842 Gene Regulation and Chromatin Structure

BI 843 Seminar in Advances in Nucleic Acid Research

BI 846 Seminar/Neurobiology

BI 848 Cellular Immunology

BI 860 Seminar in Molecular Biology and Genetics/Bacteriology

BI 864 Seminar in Developmental Biology

CENTER FOR EAST EUROPE, RUSSIA AND ASIA (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Education, Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages, and Theology and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia, the Balkans, and Central Asia.

HS 272 (PO 438) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and places special emphasis on the Balkan States. The major findings and methods used by specialists in various disciplines will be previewed and presented.

Donald S. Carlisle
Raymond McNally

Balkan Studies Program

HS 203 National and Ethnic Conflicts in Russia and in the Balkans (F: 3)

This course seeks to clarify the historical background to current ethnic problems in Russia and in the Balkans. Emphasis will be placed on the development of both cultural and political nationalism, especially since the time of the French revolution. Specific case studies of ethnic minorities in Russia and of Bulgarian and Romanian nationalism will be highlighted.

Radu Florescu
Raymond McNally

PO 467 The Balkans in Our Times (F: 3)

This course explores present politics among and within the states into which it is presently divided. The era of Communist rule and the collapse of Yugoslavia will be analyzed, as well as historical territorial disputes and bitter ethnic enmities.

Special attention will be devoted to the transformations underway in Bulgaria, as well as the past and present role of Turkish influence in the region.

Donald S. Carlisle

Students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from Prof. Raymond T. McNally (History), *Director*, Carney 171 and from Prof. Donald Carlisle (Political Science), *Assistant Director*, McGuinn 220.

Information on degree programs with related area concentrations should be obtained directly from the academic departments: for information concerning a degree in Slavic Studies contact the Slavic and Eastern Languages Department, Prof. Michael Connolly, Carney Hall 236.

CHEMISTRY

FACULTY

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

Robert F. O'Malley, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

George Vogel, *Professor Emeritus*; B.S., D.Sc., Prague Technical University

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; Chairperson of the Department; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Professor*; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Yuh-kang Pan, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Larry T. Scott, *Professor*; A.B., Princeton University; Ph.D., Harvard University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

E. Joseph Billo, Jr., *Associate Professor*; B.S., M.S., Ph.D., McMaster University

Udayan Mohanty, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

John Fourkas, *Assistant Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

Marc Snapper, *Assistant Professor*; B.S., Union College; Ph.D. Stanford University

Robert Umans, *Adjunct Associate Professor*; A.B., Columbia University; M.S., Ph.D., Yale University



PROGRAM DESCRIPTION

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in analytical, inorganic, organic chemistry, physical chemistry, and biochemistry. The Master of Science in Teaching (M.S.T.) is offered in cooperation with the Graduate School of Education.

All entering graduate students take 4 or 5 qualifying examinations in inorganic, analytical, organic, biochemistry, and physical chemistry.

Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required either to pass the Qualifying Examinations or to satisfy specified foundation course requirements.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree; 30 credits are required for the M.S. degree. First-year requirements provide the student with a breadth of knowledge in the traditional fields: analytical, inorganic, organic, biochemistry, and physical chemistry. Beyond the first year, each student will pursue a program of studies, with the approval of his/her advisor, consistent with his/her individual educational goals.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be placed in the M. S. degree program.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations that test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that the course carries a laboratory fee.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

William H. Armstrong

CH 531 Modern Methods in Organic Synthesis I (F: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics will relate fundamental structural and electronic molecular properties to issues of chemical reactivity. Emphasis will be placed on carbon-carbon bond and ring forming reactions.

The Department

CH 535 Physical Organic Chemistry (F: 3)

Prerequisites: CH 231-232

Organic reaction mechanisms, reactive intermediates, steric and electronic effects, chemical structure and bonding, molecular mechanics and conformational analysis, principles and applications of molecular orbital theory, aromaticity, pericyclic reactions, and molecular photochemistry.

Lawrence T. Scott

CH 539 Principles and Applications of NMR Spectroscopy (S: 3)

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 544 Modern Methods in Organic Synthesis II (S: 3)

Prerequisite: CH 531

This course is a survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. It examines the creativity and logic of

approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

Marc L. Snapper

CH 551 Advanced Analytical Chemistry (S: 3)

This course is a consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography.

William H. Armstrong

CH 555-556 Advanced Chemistry Laboratory* (F: 3-S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

Lab fee required.

David L. McFadden

CH 561-562 Biochemistry (F: 3-S: 3)

Prerequisite: CH 231-232 or equivalent

This course is a two-semester introductory-level course in Biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563).

Evan R. Kantrowitz

Larry W. McLaughlin

CH 563 Experimental Biochemistry* (S: 3)

Prerequisites: General Chemistry, Organic Chemistry and Biochemistry

A laboratory course intended to prepare students for research in the Biochemical Sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. Data will be collected and analyzed directly by computer as often as possible.

Lab fee required.

Robert S. Umans

CH 570 Introduction to Biological Membranes (F: 3)

Prerequisite: CH 561

The course is designed to cover (1) basic molecular aspects of structure and surface chemistry

of lipids, including the organization and dynamics of lipid bilayers and biological membranes and the state of proteins in the membrane, and (2) functional aspects of biomembranes including diffusion and facilitated or active transport across a bilayer (and the bioenergetic consequences), biogenesis of membranes, and receptor-mediated interactions.

Mary F. Roberts

CH 575 Physical Chemistry I (F: 3)

Prerequisites: CH 231-232, MT 202, PH 211-212 (or equivalent)

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.

The Department

CH 576 Physical Chemistry II (S: 3)

Prerequisite: CH 575

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Chemistry graduate students may register for this course only if they are advised to do so by the Department.

John Fourkas

CH 579 Modern Statistical Mechanics (S: 3)

Prerequisites: CH 575, CH 231-232, MT 202 (two years of calculus), PH 211-212 (or equivalent)

This course deals with the foundations and applications of equilibrium statistical mechanics. Topics include microcanonical, canonical, and grand ensembles and its applications to a variety of current problems in physical, condensed matter and biophysical chemistry. Advanced topics such as critical phenomena, renormalization group theory, polyelectrolytes and polymer physics may be covered.

Udayan Mobanty

CH 582 Advanced Topics in Biochemistry (F: 3)

A selection of current and important topics in Biochemistry will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. Areas of interest will include (1) the modification of enzymes and their use in understanding structure and mechanism, (2) current aspects of nucleic acid's structure and recognition and reactivity, (3) drug activity and development as it relates to macromolecular structure.

The Department

CH 672 Quantum Mechanics and Spectroscopy (F: 3)

A graduate-level introduction to quantum mechanics and its applications in chemistry, and atomic and molecular spectroscopy.

The Department

CH 725 Physical Methods in Inorganic Chemistry (F: 3)

Applications of group theory and spectroscopy to bonding and molecular structure. Also included are electronic and vibrational spectroscopy, magnetic resonance, magnetic susceptibility, X-ray methods of structure determination and electrochemical techniques.

Michael J. Clarke

CH 799-800 Reading and Research* (F: 2 or 3-S: 2 or 3)

A course required of Ph.D. matriculants for each semester of research.

The Department

CH 801 Thesis Seminar* (F: 3-S: 3)

This course includes a research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates. *The Department*

CH 805-806 Departmental Seminar (F: 1-S: 1)

This is a series of research seminars by leading scientists both from within the Department and from other institutions that are presented on a regular (usually weekly) basis.

William H. Armstrong

CH 821-822 Inorganic Chemistry Seminar

(F: 3-S: 3)

This course consists of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lectures will participate.

Michael J. Clarke

CH 831-832 Organic Chemistry Seminar

(F: 3-S: 3)

This course consists of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.

Lawrence T. Scott

CH 861-862 Biochemistry Seminar (F: 3-S: 3)

This course consists of discussions of topics of current interest in biochemistry with participation

by students and faculty members. Students will give oral presentations of topics based on recent literature in biochemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will participate.

Evan R. Kantrowitz

CH 871-872 Physical Chemistry Seminar

(F: 3-S: 3)

This course consists of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will participate.

Udayan Mohanty

CH 997 Master's Comprehensive (F, S: 0)

This course consists of a public, oral defense of the student's thesis research. *The Department*

CH 998 Doctoral Comprehensive (F, S: 0)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

The Department

Courses offered by the Department on a non-periodic basis:

CH 523 Organometallic Chemistry

CH 567 Protein Structure and Function

CH 564 Physical Methods in Biochemistry

CH 565 Structure, Function and Reactivity of Nucleic Acids

CH 566 Bioinorganic Chemistry

CH 567 Protein Structure and Function

CH 568 Advanced Biochemistry and Enzymology

CH 569 Enzyme Mechanisms

CH 572 Quantum Chemistry and Spectroscopy

CH 573 Quantum Chemistry and Molecular Structure

CH 580 Dynamics of Simple Liquids

CH 584 Crystal Structure Analysis

CH 586 Organic Chemistry of Biological Reactions

CH 734 Chemistry of Natural Products

CH 738 Heterocycles

CH 770 Advanced Physical Chemistry—Dynamics

CLASSICAL STUDIES

FACULTY

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, Jr., *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Eugene W. Bushala, *Associate Professor*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

David H. Gill, S.J., *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**PROGRAM DESCRIPTION**

The Department grants M.A. degrees in Latin, Greek and in Latin and Greek together. In conjunction with the Graduate School of Education it also offers an M.A.T. degree in Latin and Classical Humanities.

Requirements for the M.A. Degree

Candidates must complete thirty credits of course work at the graduate level, of which six may, with

departmental permission, consist of a thesis seminar. In addition they must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral, the written consisting of translation from the authors on the reading list, the oral consisting of discussion with the faculty of a candidate's course work, of the history of Latin and/or Greek literature, and of a thesis (if offered in partial fulfillment of the requirements).

Requirements for the M.A.T. Degree

Requirements vary according to a candidate's preparation in both Classics and Education. The normal expectation in Classics is that a candidate will complete fifteen credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature. The requirements in Education include five to seven courses in addition to practice teaching. A student interested in the M.A.T. degree is advised to contact the Chairperson of the department as well as the Director of the Secondary Education Program.

The Department also offers courses in Modern Greek language, literature and culture. These courses, listed in full in the undergraduate catalogue, do not regularly qualify as credits for an M.A. or an M.A.T. degree.

It is sometimes possible, through prior agreement with the instructor, for a graduate student in the department to obtain graduate credit for taking an undergraduate course.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis; these include on the Greek side, Homer, lyric poets, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes) the historians Herodotus and Thucydides, Plato, and 4th century orators; on the Latin side, they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, elegy and Ovid), the historians Livy and Tacitus, and the novel.

COURSE OFFERINGS

CL 010-011 Elementary Latin (F: 3-S: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Eugene Bushala

Maria Kakavas

Sister Mary Daniel O'Keeffe, O.P.

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

David Gill, S.J.

CL 052-053 Intermediate Ancient Greek (F: 3-S: 3)

This course is a review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a simpler play such as Euripides' *Alceste*.

John Shea

Dia M. L. Philippides

CL 056-057 Intermediate Latin (F: 3-S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Eugene Bushala

John Shea

CL 060-061 Elementary Modern Greek (F: 3-S: 3)

This is an introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Maria Kakavas

CL 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisite: CL 060-061

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Taktsis and Elytis. *Offered alternate years.*

Maria Kakavas

CL 121 Tragedy and Comedy (F: 3)

This course is an inquiry into the origins, development, and nature of tragedy and comedy. The aims of the course are analytical, historical, and ethical.

Charles F. Abern, Jr.

CL 202 Classical Greek Drama in Translation (S: 3)

Selected plays from 5th century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances, and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

This course is of interest to students in the theater, English and other literatures that are influenced by the form and content of classical

drama. Provision may be made for students in Classics to read certain portions in Greek.

Dia M.L. Philippides

CL 212-213 (FA 211-212) Art of the Ancient Mediterranean World (F: 3-S: 3)

This course deals with the visual history and arts of the Ancient Mediterranean world, from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

Cornelius Vermeule

CL 230 Classical Mythology (F: 3)

Primary attention to the literary use of myth and to its historical evolution; secondary attention to the use of myth in visual art and to its connections to religion, philosophy, science, and politics. Emphasis on the interpretation of texts and the facts of myth will be learned as a by-product of interpretation. Readings in Homer and Hesiod, Greek drama and hymns, and Ovid's *Metamorphoses*, supplemented by selections from Apollodorus and Pausanias and by a modern handbook.

Charles F. Abern, Jr.

CL 270 Advanced Topics in Modern Greek (F: 3)

A seminar introducing its participants to advanced methods of reading and research in Modern Greek Studies.

The course may be repeated for credit as its content varies each time it is given.

Dia M.L. Philippides

CL 275 Greece Viewed Through Her Films (S: 3)

Greece has brought forth filmmakers of established international reputation, including among others: Thodoros Angelopoulos, Michael Cacoyannis, Costa Gavras, Pantelis Voulgaris. We shall discuss the historical and political events behind the films, read scenarios and literary prototypes wherever they are available, and try to understand the comments being made on the internal workings of Greek society and on the relation of Greeks to foreigners. The course may provide an opportunity for contrasting these films with other views of Greece and for comparing them with films of other countries.

A good number of the films will have English subtitles, so that knowledge of Modern Greek is not essential.

Dia M. L. Philippides

CL 310 Seneca's Epistles (S: 3)

A close reading of selected moral epistles of Seneca with special attention to Stoic ethical theory.

David Gill, S.J.

CL 314 Aeschylus and Euripides (F: 3)

Reading in the original of two plays from the diachronic spectrum of 5th century tragedy, with attention to the particularities of theme, approach and form that characterize the genre but also differentiate the two tragedians from one another. Some attention will be paid to the literary arguments presented in Aristophanes' *Frogs*.

Dia M.L. Philippides

CL 316 Plato's Symposium (S: 3)

A close reading of the ancient Greek text and a comparison with selected other dialogues to be read in English.

John Shea

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425.

Margaret Schatkin

CL 328 Cicero and Friends (F: 3)

Examination of Cicero's speeches for the defense in two murder trials, those of Roscius of Ameria (accused of murdering his father) and of M. Caelius Rufus (accused of murdering a foreign envoy). Emphasis on rhetorical strategy and on the insight Cicero provides into Roman social life, in particular into the contradictory ways in which Romans regarded the city and the country as places of moral value.

Charles F. Abern, Jr.

CL 336 Horace: The Odes (S: 3)

Examination of selected poems, emphasizing the subtlety and the innovative tone of Horace's lyric voice against the double background of Hellenistic poetry and of the establishment of an imperial regime in Augustan Rome.

Charles F. Abern, Jr.

CL 348 Catullus (F: 3)

Reading and discussion of selected poems. We shall consider the personal and lyric character of Catullus's poems, but also his interest in the sophistication of Alexandrian literary technique and ideals.

David Gill, S.J.

CL 790-91 Readings and Research (F: 3-S: 3)

Charles F. Abern, Jr.

Eugene W. Bushala

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

In the last two years the following courses have been offered:

CL 308 Cicero's Orations (F: 93)

CL 315 Homer (S: 95)

CL 320 Latin Patrology (S: 95)

CL 323 Greek Patrology (F: 94)

CL 324 Structure and History of Latin (S: 94)

CL 325 Greek Epic and Dramatic Verse Construction (F: 93)

CL 326 Roman Historians (F: 94)

CL 329 Ovid's *Metamorphoses* (F: 94)

CL 340 Greek Lyric Poetry (F: 94)

CL 346 Latin Prose Composition (S: 95)

CL 370 Virgil's *Eclogues* and *Georgics* (S: 95)

CL 395 Caesar (S: 94)

CL 406 Virgil's *Aeneid* (F: 93)

CL 409 Lucretius (S: 94)

ECONOMICS

FACULTY

Robert J. McEwen, S.J., *Professor Emeritus*; A.B., Boston College; M.A., Fordham University; Ph.D., S.T.L., Weston College; Ph.D., Boston College

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Bruce E. Hansen, *Professor*; A.B., Occidental College; M.A., Ph.D., Yale University

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

William B. Neenan, S.J., *Professor*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Joe Peek, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Francis M. McLaughlin, *Associate Professor*; Assistant Chairperson of the Department; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

Fabio Schiantarelli, *Associate Professor*; B.S., Bocconi University, Italy; M.S., Ph.D., London School of Economics

Richard W. Tresch, *Associate Professor*; Chairperson of the Department; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Chong-en Bai, *Assistant Professor*; B.S., China University; M.S. Institute of Mathematics; Ph.D.s, University of California at San Diego and Harvard University

Douglas Marcouiller, S.J., *Assistant Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

T. Christopher Canavan, *Instructor*; B.A., Oberlin College; M.I.A., Columbia University School of International Affairs; Ph.D., (cand.) Columbia University



PROGRAM DESCRIPTION

The graduate program in Economics is oriented primarily toward full-time students who are seeking a Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases, applicants are accepted as part-time students in the Ph.D. program.

Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program, students are usually required to take two semesters of Micro Theory (EC 700, 701), two semesters of Macro Theory (EC 703, 704), two semesters of Mathematics for Economists (EC 711, 712), one semester of Statistics (EC 727), and one semester of Econometrics (EC 728). The first semester of each theory sequence provides an intuitive bridge to theoretical concepts, as well as an introduction to the mathematical formulation of economic concepts. This prepares the student for the standard mathematical graduate approach, which characterizes the second term. Students who enter with equivalent prior background may be exempted from Mathematics for Economists, Statistics, or the first semester of Micro or Macro, however, at the discretion of the Director of Graduate Studies. Those students who are exempted from some first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester of Micro (EC 702) and Macro Theory (EC 705), take a course in Applied Econometrics (EC 729), as well as courses from a wide range of electives. Students may substitute EC 821-822 (Time Series Econometrics and Microeconometrics) for EC 729. The elective offerings include advanced micro theory, econometric theory, applied econometrics, monetary economics, public finance, industrial organization, international trade and finance, urban economics, labor economics, and finance. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in January and May of each year. All students must pass written comprehensives in micro theory and macro theory by May of their third year. Field comprehensives must be passed in two fields from those listed above.

Total course requirements for the Ph.D. include eighteen courses, minus any that may be waived by examination. Students in the doctoral program must maintain a B+ average in their course work and make satisfactory progress toward the completion of a dissertation to remain in good standing.

M.A. Program

The M.A. program in Economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a written comprehensive examination in macro theory, micro theory, and econometrics. The ten courses will generally include two semesters of Micro Theory (EC 700-701) and Macro Theory (EC 703-704); one semester each of Mathematics for Economists (EC 711); Statistics (EC 727); Econometrics (EC 728); and three electives.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of the doctoral work, and pass their theory comprehensive examinations.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may usually transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, MA 02167. Applicants are required to submit college transcripts, three letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination's quantitative, verbal, and analytical tests. Ph.D. applicants interested in financial assistance awarded by the Department of Economics should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards. M.A. students are not eligible for this type of financial assistance.

COURSE OFFERINGS

EC 700 Microeconomic Theory I (F: 3)

This course discusses basic geometric and mathematical models of consumer behavior, firm behavior and market structure. An emphasis is placed on the application of these concepts to policy issues.

Frank M. Gollop

EC 701 Microeconomic Theory II (S: 3)*Prerequisite:* EC 700 or its equivalent

This course considers topics in consumer and producer theory; decentralization of economic decision making; general equilibrium theory and welfare economics.

*Marvin Kraus
Richard Arnott*

EC 702 Microeconomic Theory III (F: 3)*Prerequisite:* EC 700 and 701 or their equivalent

The first half of the course is an introduction to non-cooperative game theory with applications to oligopoly theory, bargaining, and signaling games. The second part of the course covers topics in information and mechanism design. Topics covered will include adverse selection, moral hazard, Arrow's impossibility theorem and social choice.

Chong-en Bai

EC 703 Macroeconomic Theory I (F: 3)

A thorough treatment of the basic Keynesian and classical models. This course considers the determination of output, interest rates and prices by using basic graphical and mathematical approaches.

*Joe Peek
Enrico Spolaore*

EC 704 Macroeconomic Theory II (S: 3)*Prerequisite:* EC 703 or its equivalent

This course presents an in-depth analysis of the components of aggregate demand and financial markets. Particular emphasis is placed on the empirical application of relevant theories.

*Enrico Spolaore
Fabio Schiantarelli*

EC 705 Macroeconomic Theory III (F: 3)*Prerequisites:* EC 703 and 704 or their equivalent

This course develops two important macroeconomic frameworks: the infinitely-lived representative agent framework and the overlapping generations framework. These frameworks share the common features of general equilibrium interaction among markets and intertemporal optimization. The frameworks are used to study the cyclical fluctuations of the macroeconomy and the role for government policy. Emphasis is placed on theoretical aspects, although relevant empirical work will often be introduced.

*T. Christopher Canavan
Enrico Spolaore*

EC 711 Mathematics for Economists (F: 3)

This course will cover the following topics: (1) differential calculus—limits, partial derivatives, Jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem; (2) elementary economic applications—comparative static analysis, dual approach to economic theory.

Chong-en Bai

EC 712 Mathematics for Economists II (S: 3)*Prerequisites:* EC 711 and 727 or their equivalent

Maximization subject to inequality constraints; difference equations; introduction to stochastic processes; differential equations; introduction to dynamic optimization.

Marvin Kraus

EC 727 Statistics (F: 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

Bruce Hansen

EC 728 Econometric Theory and Methods (S: 3)*Prerequisites:* EC 711 and 727 or their equivalent

This course develops the basic tools of estimation for linear economic models. The major concerns include simple and multiple linear regression, hypothesis testing for simple and joint hypotheses, linear restrictions, dummy variables, analysis of covariance, generalized least squares, and instrumental variables. The elements of matrix algebra are reviewed, and an introduction to simultaneous equations methods is given.

Christopher F. Baum

EC 729 Applied Econometrics I (F: 3)*Prerequisites:* EC 727-728 or their equivalent

This course presents a set of selected topics in applied econometrics. These include pooled cross section time series models, limited dependent variable estimation techniques, varying parameter regression models, mixed estimation, and nonlinear statistical models. The emphasis is placed upon practice, with exercises drawn from several large research data sets, using a variety of econometric computer software. The course is of special interest to the student embarking on his/her dissertation research.

Christopher F. Baum

EC 808 Advanced Micro Theory I

This course will cover topics of the instructor's interest in advanced microeconomic theory. A recent offering focused on the areas of game theory (normal and extensive form), (imperfect) information theory, and bargaining theory, with applications to current problems in economics.

Not offered 1995-96

Chong-en Bai

EC 809 Advanced Micro Theory II

This course will cover topics of the instructor's interest in advanced microeconomic theory.

Not offered 1995-96

The Department

EC 821 Time Series Econometrics (S: 3)*Prerequisite:* EC 728 or equivalent

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model and the sources of business cycle fluctuations.

Bruce Hansen

EC 822 Microeconometrics (S: 3)*Prerequisite:* EC 728 or equivalent

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models and duration models.

Peter Gottschalk

EC 827 Econometric Theory I (F: 3)

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

Not offered 1995-96

David Belsley

EC 828 Econometric Theory II*Prerequisite:* EC 728

Estimation and inference in non-linear econometric models. An emphasis will be placed on current theory and methods. Topics covered will include asymptotic theory, quasi-likelihood, least absolute deviations, generalized method of moments, two-step estimators, specification testing, and the bootstrap.

Bruce Hansen

EC 831 Topics in Econometrics

Selected topics in advanced econometric theory and methods. *Not offered 1995-96*

The Department

EC 853 Industrial Organization I (S: 3)

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition and applications to trade theory.

The Department

EC 854 Industrial Organization II (S: 3)

This course includes an economic analysis of antitrust and regulatory policies. Review of modern antitrust policy including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, and the empirical evidence regarding regulation-induced inefficiencies, investigation of the special problems of regulatory reform and deregulation in particular industries.

Not offered 1995-96

Frank M. Gollop

EC 861 Monetary Economics I (F: 3)

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

Not offered 1995-96 Robert G. Murphy

EC 862 Monetary Economics II (F: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications.

*Joe Peek
Fabio Schiantarelli*

EC 865 Public Sector Economics I (S: 3)

This course covers most of the traditional topics in this subject: welfare economics, market failure and rationales for government intervention, the theory of tax policy and tax structure, the positive effects of taxation on labor supply, on intertemporal decisions, and on risk-taking, tax incidence, taxation and growth, and normative, second-best tax and public expenditure theory, including cost-benefit analysis and public enterprise pricing.

Richard Tresch

EC 866 Public Sector Economics II

This course emphasizes problems of collective decision-making under complete and incomplete information. Topics include Arrow's Impossibility Theorem, the new political economy, an introduction to mechanism design with special emphasis on demand-revealing mechanisms for

public goods, voluntary provision of public goods, and the regulation of externalities. *Not offered 1995-96* *Richard Arnott*

EC 871 Theory of International Trade (F: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty. *James E. Anderson*

EC 872 International Finance (S: 3)

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system. *T. Christopher Canavan*

EC 875 Political Economy of Trade and Development (F: 3)

This course will consider economy-wide models of endogenous growth as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neo-classical political economy will be emphasized. *James E. Anderson*

Douglas Marcouiller, S.J.

EC 885 Analysis of Labor Markets (S: 3)

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis on specification and estimation of empirical models. *Peter Gottschalk*

EC 886 Current Topics in Labor Economics (F: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics and intergenerational transfers. Both theoretical and empirical issues are investigated. *Not offered 1995-96* *Donald Cox*

EC 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. *The Department*

EC 893 Urban Economics I (F: 3)

This course covers basic urban economic theory—spatial economics, housing, transportation, and local public finance. *Richard Arnott*
Marvin Kraus

EC 894 Urban Economics II (S: 3)

This course covers a selection of more advanced topics in urban economic theory—agglomeration, systems of cities, non-monocentric cities, non-competitive models of housing, transportation and the theory of the second-best, and the economics of downtown parking. *Richard Arnott*

EC 998 Doctoral Comprehensives (F: 0-S: 0)

Required for Doctoral students who have completed all course requirements and are preparing for Comprehensive examinations. *The Department*

EC 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence.

ENGLISH

FACULTY

P. Albert Duhamel, *Professor Emeritus*; B.A., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

John J. Fitzgerald, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

John H. Randall, III, *Associate Professor Emeritus*; A.B., Columbia University; A.M. University of California at Berkeley; Ph.D., University of Minnesota

Joseph McCafferty, *Assistant Professor Emeritus*; A.B., A.M., Boston College

Joseph A. Appleyard, S.J., *Professor*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *Professor*; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Adele M. Dalsimer, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Dayton Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor*; Chairperson of the Department; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Mary Thomas Crane, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Joseph A. Longo, *Associate Professor*; B.S., M.Ed., A.M., Ph.D., Rutgers University

Suzanne M. Matson, *Associate Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

John F. McCarthy, *Associate Professor*; A.B., Harvard University; A.M., Ph.D., Yale University

Philip T. O'Leary, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Robert E. Reiter, *Associate Professor*; A.B., St. Bonaventure University; Ph.D., University of Michigan

Frances L. Restuccia, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Associate Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Laura Tanner, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Cecil F. Tate, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Emory University

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

William Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

Raymond G. Biggar, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Alexandra Chasin, *Assistant Professor*; B.A., Brandeis University; M.A., Ph.D., Stanford University

Anne Fleche, *Assistant Professor*; B.A., State University at Buffalo; M.A., Ph.D., Rutgers State University

Elizabeth Kowaleski-Wallace, *Assistant Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Kalpana Seshandri-Crooks, *Assistant Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Francis W. Sweeney, S.J., *Assistant Professor*; A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Juliana Change, *Instructor*; B.A., M.A., Ph.D. (cand.), University of California, Berkeley

Eileen Donovan, *Lecturer*; B.A., Boston College; M.F.A., University of Massachusetts, Amherst; M.A., Northeastern University

George O'Har, *Lecturer*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Susan Roberts, *Lecturer*; B.A., St. Michael's College; M.A. Boston College



PROGRAM DESCRIPTION

Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography. As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper either critical or creative in nature. Students wishing to pursue this option should consult with the Program Advisor early in their graduate careers.

Students must also pass two written examinations—a language examination and a literary studies examination. The first will demonstrate the candidate's ability to read a foreign language. The second will test three different skills or practices associated with literary studies—the ability to read closely a short poem or prose passage, the ability to gauge the style and content of a number of passages and then to place them in their proper historical period, and the ability to apply a theoretical or methodological position to a specific text. The examinations are offered in December and May. The language exam may be taken at any time during the course of a student's program; the literary studies examination is to be taken only after all courses have been completed or are in the process of completion. Students should consult with the Director of the M.A. and with other faculty to plan an appropriate course of studies in anticipation of the examinations. The candidate

may elect to take the foreign language examination in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better: the course must have been completed within three years of application for waiver.

Master of Arts in American Studies

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating faculty include members of the English, History, Political Science, Sociology and Fine Arts departments. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition, the student is required to take one research seminar, plus twelve hours of graduate work in his/her major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his/her ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In past years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commons. See separate catalog listing.

Master of Arts Concentration in Irish Literature and Culture

Since the 1991–92 academic year, Boston College has offered a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete six credits of course work in the Irish language as a step towards achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish history, Music, Fine Arts, and Slavic (where Old Irish is taught). As an option, up to six credits of the required thirty hours may be directed to courses of supervised independent research. Qualified students may also elect to spend part of the second semester of their second year at University College, Dublin. At the end of the course of study, students will take an interdisciplinary oral examination, focusing on a specific period, genre, or theme chosen by themselves after con-

sultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies will include Professors Adele Dalsimer, Kristin Morrison, and Philip O'Leary. In addition, beginning in the 1991 academic year, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02167.

Master of Arts in Teaching

The Department, in cooperation with the Graduate School of Education, offers a program leading to the degree of Master of Arts in Teaching.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas (such as history, philosophy, classics, modern languages or art) that may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher, whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the late afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses that may be tailored to meet the needs of special students.

Doctor of Philosophy Program

Usually, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for four years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate

English department or related disciplines, small reading groups, or individual tutorials. Most students will have taken eight to ten courses by the end of the second year. An advanced research colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English.

Examinations

Each student will direct a course of study toward completion of one major and three minor examinations.

A *major examination* consists of a two-hour oral examination usually on a period or genre.

A *minor examination* is narrower in scope and normally runs one and one-half hours. It may consist of an oral or written examination on a reading list, but students are also encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view: design of a course or plan for an anthology; delivery of a lecture; preparation and defense of a paper for publication.

All examinations are graded according to the University scale for graduate examinations. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

Teaching

Students are required to teach two one-semester undergraduate courses under the supervision of a faculty member. For at least one of the semesters the student will teach a section of the departmental Freshman English course. For the other semester the student may continue to work in this program or may teach a course of the student's own design for more advanced undergraduates, or may work in a course for beginning English majors in cooperation with a member of the faculty and other doctoral students.

Dissertation

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and include a tentative bibliography. This material will be submitted to a dissertation director and two readers who will supervise, read and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate Arts and Sciences Dean's Office.

Ph.D. Colloquium

A student committee organizes and schedules Ph.D. colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

Course of Study

The Ph.D. program is designed so that it may be completed in four years. Each student plans and paces an individual course of study in consultation with the Program Advisor.

Students should keep the following guidelines in mind (counting each required seminar, examination, semester of teaching as one unit):

- 5 units should be completed by the beginning of the second year;
- 10 units should be completed by the beginning of the third year;
- 13 or more units and the language requirement should be completed by the beginning of the fourth year.

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the third year, even if an examination remains to be passed.

Program in Linguistics

The Program in Linguistics, in the Department of Slavic and Eastern Languages, offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

COURSE OFFERINGS

EN 710 Contemporary Theory (F: 3)

This course will introduce students to some of the major texts of contemporary theory. We will spend several weeks on psychoanalytic theory and then a week or two each on gender and queer theory, white feminist and black feminist theory, cultural, and post-colonial theory. Specific texts are Freud's *Dora*, Kristeva's *Black Sun*, Foucault's *The History of Sexuality* (volume 1), Butler's *Gender Trouble*, Fuss's edition of *Inside/Out*, and Bhabha's *The Location of Culture*.

Frances Restuccia

EN 725 Some Versions of the 18th Century (F: 3)

This course traces the rise of an eighteenth-century canon after its first formation in the Victorian era and examines the development of a more recent eighteenth century counter-canon. Using the work of Alexander Pope as our example, we will consider how our understanding of the eighteenth century literary scene has changed over the course of the century. We will also consider such issues as how to assess literary value; the function of social criticism in literary study; and the postmodernist challenge to traditional humanism.

Beth Kowaleski-Wallace

EN 731 British Romantic Poetry (S: 3)

This course will concentrate on close reading and analysis of the major poetry and literary theory of Wordsworth, Coleridge, Byron, Shelley, and Keats with full consideration of historical and cultural contexts. Attention will also be given to the widening Romantic canon, especially to the work of selected women writers.

While the primary emphasis will be on the poetry, there will be regular discussion of the best traditional criticism and the most recent theoretical and critical developments.

John Mahoney

EN 734 African-American Literature (F: 3)

Close readings of classic and contemporary texts, mostly fiction, with attention to their employment of blues, folkloric and American traditions. There will also be discussion of recent literary criticism in the field and an examination of ways to include African-American writers in courses that one expects to teach.

Henry Blackwell

EN 743 Elizabethan and Jacobean Drama (F: 3)

This course will cover a number of plays written in England during the sixteenth and seventeenth centuries, including works by Kyd, Marlowe, Shakespeare, Jonson, Middleton, Tourneur, Webster, and others. In addition, we will read critical works representing a range of approaches to these plays.

Mary Crane

EN 757 Psychoanalysis and the Question of Woman (F: 3)

A reexamination of classic psychoanalytic texts concerning the question of female sexuality, followed by a review of recent feminist literature attempting to rethink these categories.

Robin Lydenberg

William Richardson, S. J.

EN 762 Some American Renaissances (S: 3)

The American Renaissance is traditionally conceived as the first full flowering of American culture in the 1850s in the writing of an extraordinary group of writers primarily in New England: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson. This course places those authors in juxtaposition to other renaissances occurring in the same period: in African-American writing, women's writing, and popular literature. Among the questions engaged will be the difference between high literary and lower types of writing, the effect of culture on literature and of literature on culture, and the roles of race, class, and gender in the formation of American culture in the nineteenth century.

James Wallace

EN 771 Major Victorian Writers (S: 3)

A survey of Victorian poetry and non-fiction prose. The course will encompass not only the major Victorian poets—Tennyson, Browning, Arnold, Hopkins—but also the great Victorian prophets/sages—Carlyle, Ruskin, Arnold, Pater—who transcended conventional distinctions of discourse, with varying degrees of deconstructive self-consciousness and deliberation.

John McCarthy

EN 774 Modern Irish Drama (S: 3)

A critical and historical study of Irish drama from the end of the nineteenth century to the present. The point of departure will be the plays written for the Abbey Theatre—the oldest national theater in English—by Yeats, Lady Gregory, Synge, Lennox Robinson, and O'Casey. The course will consider the mid-century experimental plays of Denis Johnston and Brendan Behan and will move to current Irish drama by such playwrights as Murphy, McGuinness, and Devlin. An important focus of the course will be the relationship between Irish drama and the country's dramatically changing socio-political scene.

Adele Dalsimer

EN 791 Gender, Writing, Romanticism (F: 3)

In this course we will explore the relation of gender differences to literature and other kinds of writing in the British Romantic era (1780-1832). We will begin with a review of the major works of Mary Wollstonecraft in the context of early British feminism. Against this background we will read poetry by Hannah More, Anne Yearsley, Anna Barbauld, Joanna Baillie, Felicia Hemans, and Letitia E. Landon, and the representation of femininity in the works of such male Romantics as Blake, Wordsworth, Coleridge, Byron, and P. B. Shelley; the journals of Dorothy Wordsworth; the slave narrative of Mary Prince; and novels by Maria Edgeworth, Jane Austen, and Mary Shelley. We will concurrently be reading recent essays in feminist history, theory, and interpretation.

Alan Richardson

EN 808 Canterbury Tales (S: 3)

A close reading of Chaucer's *The Canterbury Tales*, (and of *Troilus and Criseyde* for purposes of comparison), with a consideration of the importance of context to such a reading, and some consideration of the variety of critical approaches to Chaucer's works (old historical, New Critical, new historical, feminist, post-structuralist, etc.) that are the most profitable.

Raymond Biggar

EN 814 Modern Irish Poetry (F: 3)

A survey of Irish poetry since the death of W. B. Yeats in 1939. Among the topics to be discussed will be the influence of Yeats on subsequent Irish poets, the emergence of a distinctly post-colonial voice on both sides of the border between North and South, and, more specifically, the interactions between poetry and politics in the North of Ireland over the past two decades. Some of the poets to be discussed will be Patrick Kavanaugh, Austin Clarke, Seamus Heaney, John Montague, Thomas Kinsella, Michael Hartnett, Eavan Boland, Paul Muldoon, and (in translation) the Gaelic poets Mairtin O Direain, Nuala Ni Dhomhnaill, Maire Mhacant Saoi, and Michael Davitt.

Philip O'Leary

EN 822 Reading and Teaching Fiction (S: 3)

Assembling critical traditions, theoretical and pedagogical questions on genres (realistic and romantic), gender and psyche, racial and national consciousness, in four interlocking areas: (1) a graduate level reading of George Eliot's *Daniel Deronda* (2) reading and teaching modernist narratology and canon formation to undergraduates with *Heart of Darkness* and *Return of the Soldier*, (3) reading and teaching multicultural literature, (4) reading and teaching popular culture genres.

Judith Wilt

EN 825 Composition Theory and the Teaching of Writing (F, S: 3)

This course is designed (1) to introduce students to central problems, issues, and methods in composition studies; (2) to prepare graduate students to teach introductory, college-level writing courses; and (3) to work with some of the intersections between composition studies and rhetoric, or literary theory. In 1995-1996 the course will be taught in each semester; first year M.A. students wishing to be considered for a teaching fellowship should plan to take it either in the fall or the spring semester.

*Paul Doherty
Lad Tobin*

EN 829 Beckett and Modern Drama (S: 3)

Drama, theatre, necessarily involve action; but whether that action seems to conclude or merely to stop may mark the difference between traditional drama and modern drama.

This course will examine a number of plays in English from the Elizabethan period to the present, with special emphasis on the works of Samuel Beckett, in an effort to understand how resolution or its lack helps define what has come to be called modern drama.

Kristin Morrison

EN 834 American Studies Colloquium:**American Studies as Cultural Studies (F: 3)**

This course will introduce traditional American Studies methods and then compare them with more recent developments in the field. We will go on to consider some recent trends in Cultural Studies, focusing particularly on ways of studying the intersections of race, class, gender, sexuality, and national identity in concrete local instances. While the course will work largely as an exercise in comparative methodology, we will also through readings, films, and independent research treat particular historical moments as cases in point.

Alexandra Chasin

EN 835 Literature, Religion and Theory (S: 3)

A course designed to search for critical discourses that will explore the religious dimension in literature. The aim is to find new ways of talking about spirituality and religious issues in literature in the context of contemporary critical issues and theory.

The kinds of topics explored in the course will be (1) new interpretations of literary works that focus on the religious and spiritual aspects of these works, (2) theoretical considerations of the relationship between religious discussion and contemporary critical theory, (3) critical overviews summarizing the state of scholarship in particular areas, including the traditions of religious discussion of various writers and artists.

The course will consider various primary texts (Waugh, O'Connor, Bergman, Dinesen, Etty Hillesum, Conrad, the Bible, Eliot, Lawrence, Stevens) in connection with various critics (Kierkegaard, R. Haughton, Auerbach, Bloom, Sartre, Wimsatt) and others.

E. Dennis Taylor

EN 839 Introduction to Gender Theory (S: 3)

This course combines an introduction to some classic texts in gender theory with some of its applications in literary studies, film studies, history and social policy. Readings will be supplemented by a number of activities outside class, such as trips to the theater and film screenings, and student presentations will require original research on the local lesbian/gay/bisexual/transsexual political scene.

Anne Fleche

EN 851 Race and Literary/Cultural Studies (S: 3)

Throughout the course, we will consistently highlight the question of how narratives of race inscribe and complicate narratives of gender, sexuality and class. Although most of the readings will consist of criticism and theory, we will also discuss works that blur boundaries between the creative and the critical or theoretical, such as the work produced by Trinh T. Minh-ha and Gloria Anzaldua.

Juliana Chang

EN 863 Seminar: Modernism in Early 20th Century Fiction (F: 3)

The topic of the seminar will be the construction of modernist fiction in the work of Henry James, Joseph Conrad, James Joyce and Virginia Woolf. Subsidiary topics will include the following: the intellectual and social history of which the literary movement is a manifestation; the movement as political critique and as (alleged) withdrawal from history; how (or whether) it can be distinguished from nineteenth century realism on the one side and postmodernism on the other.

Andrew Von Hendy

EN 864 Seminar: Contemporary American Poetry (F: 3)

We will be reading American poetry from the last twenty years or so, as well as some critical texts to help us situate the formal diversity and variety of theoretical concerns that characterizes contemporary poetry. Probable poets for discussion will include Ashbery, Rich, Merwin, Olds, Gluck, Williams, and others.

Suzanne Matson

EN 865 Seminar: Studies in the 18th Century British Novel (S: 3)

This course investigates what British novelists were up to in the century when prose fiction emerged as a recognizable genre with its own traditions and conventions. We explore such issues as the novelty of the form and its ties to previous forms of discourse, tensions between historical/social realism and imaginative artifice, interactions of moral, aesthetic, and cultural values and norms, and relations between psychology and narrative strategy. Close scrutiny of major works by such authors as Behn, Defoe, Richardson, Fielding, Sterne, Johnson, Radcliffe, and Austen.

Robert Chibka

EN 866 American Poetic Modernism (S: 3)

In this study of some of the major figures of early 20th century American poetry, the aim will be to arrive at some understanding of modernism as both a literary-historical phenomenon and a constructed critical concept. We will read a variety of representative texts—by such poets as Robert Frost, Wallace Stevens, Ezra Pound, T. S. Eliot, Marianne Moore, William Carlos Williams, Hilda Doolittle, and others—both to test the adequacy of modernism as a way of defining this body of work and to account for the texts themselves in terms of their innovative approach to form, style and genre.

Robert Kern

EN 882 Bibliography and Method (F: 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism.

Richard Schrader

EN 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

EN 899 Readings and Research (F, S: 3)**EN 930 Ph.D. Seminar: 20th Century American Fiction (F: 3)**

In two sections focusing on modern and contemporary American fiction, this course will explore

the notion of what it means to offer a theoretical close reading of a literary text. Using novels by Hemingway, Faulkner, Stein, Wright and Larsen, the first section of this course will examine the way in which modern writers respond to the problematics of language in a period of cultural tension. The second section will focus on issues of representation in contemporary fiction by authors such as Naylor, Selby, Erdrich and Morrison. In addition to reading literary criticism of primary texts, students will be responsible for readings in semiotics, narrative theory, cultural theory, philosophy and feminism.

Laura Tanner

EN 931 Ph.D. Seminar: Milton (S: 3)

An intensive study of various ways in which Milton redefined authorship and invented the career of writing. Background readings in classical and biblical literature will facilitate a study of the hermeneutical controversies of the period when, as the revolution erupted and then failed, these ancient literatures carried a powerful change. Substantive attention will be given to Milton's personal history as a reader, to his self-representations as a writer, and to discontinuities in his biography and in his history of his reception. The principal focus will be the major poetry: above all *Lycidas*, *Paradise Lost*, and *Samson Agonistes*.

Dayton Haskin

EN 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. *The Department*

EN 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. *The Department*

FINE ARTS

FACULTY

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

John Michalczyk, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

John Steczynski, *Professor*; Chairperson of the Department; B.F.A., Notre Dame University; M.F.A., Yale University

Josephine von Henneberg, *Professor*; Doctor in Letters, University of Rome

Elizabeth G. Awalt, *Associate Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Jeffery W. Howe, *Associate Professor*; A.B., Carleton College; Ph.D., Northwestern University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Nancy Netzer, *Associate Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Andrew Tavarelli, *Visiting Artist and Adjunct Assistant Professor*; B.A., Queens College

Gail G. Ted Bohr, *S.J., Instructor*; B.A., M.A., St. Louis University; M.A., Fordham University; M.A., Ph.D. (cand.), University of Mexico



PROGRAM DESCRIPTION

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts Department office.

COURSE OFFERINGS

Art History

FA 314 The Art and Archaeology of Egypt and the Ancient Near East (F: 3)

We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding. Some related problems to be treated: the invention of writing; the place of the Hittites; and inter-cultural relations in the bronze age.

Kenneth Craig

FA 329 The Medieval Book (F: 3)

This course will examine the development, construction, decoration, script, text, and function of the medieval codex from the Fall of Rome through the Norman Conquest. Emphasis will be placed on Latin manuscripts produced in Western Europe and the British Isles, and on an interdisciplinary understanding of the book as a primary source of social and intellectual history.

Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The High Renaissance was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 341 Age of Durer (F: 3)

This course will study painting and printmaking in Germany and the Netherlands in the sixteenth century. We will consider the works of masters like Durer, Holbein, Bosch, and Bruegel, among others, attempting to see their works in the context of the great religious and social upheaval of the Reformation.

Kenneth Craig

FA 342 Age of Rembrandt (S: 3)

This course is about the golden age of painting in Holland. In the seventeenth century the prosperous Dutch middle class became passionate art collectors. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, and Frans Hals.

Kenneth Craig

FA 347 Italian Baroque Art and Architecture (F: 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, found its highest expression in the Italian masters such as Caravaggio, the Carracci, Bernini, and Borromini. Their powerful works influenced all of Europe and profoundly changed the face of the city of Rome. This course will discuss the painting, sculpture, and architecture produced in Italy in the seventeenth century and the historical environment that nurtured it with particular emphasis on Rome.

Josephine von Henneberg

FA 360 Modern Art in Northern Europe (S: 3)

The focus of this course will be the development of art and architecture in northern Europe from 1800 to the mid-twentieth century. The unique characteristics of art in Belgium, Germany, and Scandinavia will be emphasized, as well as the international context of artists and exhibition societies.

Jeffery Howe

FA 361 Issues In Contemporary Art (S: 3)

This course looks at developments in art since 1960, including pop art, minimalism, conceptual art, earthworks, performance and installation art, and public art. Among the topics to be discussed are the relationship between art and audience, between art and the art market, and artistic identity and its relationship to ethnic and sexual identity, the significance of the terms modernism and post-modernism, and the recent trends in literary theory (such as post-structuralism and deconstruction). The course includes a bus trip to New York City.

The Department

FA 362 American Landscape Painting (S: 3)

This course will concentrate on the aesthetic and social factors that endowed landscape painting with a particular importance for a civilization that sought to define itself in terms of its environment rather than its traditions. Some of the painters we will consider include Thomas Cole, Frederick Church, Winslow Homer, the American Impressionists, and Edward Hopper; the poetry and prose of Bryant, Emerson, Whitman, and Thoreau will also be reviewed. *The Department*

FA 370 Native American Art (S: 3)

A survey of indigenous American art from ancient times to the present covering the major groups from the North Pole to Patagonia. While looking at archeology and myth systems, the emphasis will be on artistic themes and forms.

G. Ted Bohr, S.J.

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards.

Pamela Berger

FA 392 The Museum of Art: History, Practice, Philosophy (S: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the Middle Ages to their present form as public institutions. This course includes field trips to museums and collections.

Nancy Netzer

FA 401 Seminar in Art Historical Research (F: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Jeffrey Howe

FA 403-404 Independent Work (F: 3-S: 3)

This course may be offered from time to time to allow students to study a particular topic that is not included in the courses that are offered.

The Department

FA 430 Problems in Bosch and Bruegel (S: 3)

A seminar on the two great masters of sixteenth century art in Northern Europe, Hieronymus Bosch and Pieter Bruegel the Elder. Bosch's paintings, often perplexing and enigmatic, have been the focus of a wide spectrum of interpretations, some of them outlandish and bizarre. Bruegel's pictures seem at first more genial, but when probed they bristle with social commentary. We will try to place the work of these two artists in the context of the turbulent era of the Reformation.

Kenneth Craig

FA 453 Psychoanalytic Approaches to Art (F: 3)

The focus of this seminar will be on such late 19th century artists as Manet, Gauguin, Cezanne and van Gogh, and those psychoanalytic ideas that have been and have yet to be applied to art. Our particular concern is the lack of attention paid to art historical context, iconography and the evolution of style. We will explore how the formal means of the artist might be psychoanalytically interpreted.

William W. Meissner, S.J., M.D.

Katherine Nabum

FA 460 Contemporary Hispanic Art (S: 3)

This is a survey of the painting, sculpture, and architecture of the Spanish speaking world in the twentieth century. The emphasis will be on discerning unique Hispanic themes while recognizing the dialogue with international art movements.

G. Ted Bohr, S.J.

FA 482 Film Criticism (S: 3)

As an art form, film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the process through the screening and discussion of primarily American films organized in genres (war, horror, western, noir, science, fiction, etc.) Students will read extensive critiques and theory while developing sharp critical skills. Finally, they will write several critiques, learning different methodologies and writing styles.

John Michalczyk

Studio Art (Including Film and Photography)

Note: A lab fee is charged in all studio courses.

FS 301-302 Drawing IV: Figure; Drawing V: Figure (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor

The course uses the human figure to direct a student's development towards more expression and individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition. *Lab fee required.*

Mary Sherman

FS 323 Painting IV: Landscape (F: 3)

Prerequisite: FS 223-224 or permission of the instructor

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local landscape and these paintings will serve as source materials for large scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. *Lab fee required.*

Andrew Tavaralli

FS 324 Painting V: Figure (S: 3)

Prerequisite: FS 223-224 or permission of the instructor

During the first portion of the semester, students will strengthen their observational and technical skills by painting directly from the model. As the semester advances, students may incorporate additional figurative imagery culled from photographs and media imagery into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class, and they will be free to work either representationally or abstractly. *Lab fee required.*

Andrew Tavaralli

FS 341 Ceramics V: Figure (F: 3)

A course for students with or without art experience who want to explore art making that considers the figure as a source. This course will use clay as a primary material but will also explore a variety of other materials such as drawing, painting, plaster and found objects/assemblage. The course will explore a range of attitudes from realistic to abstract. Models will be used throughout the semester.

Mark Cooper

FS 342 Ceramics VI: Vessels/Wheelthrowing (S: 3)

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor that allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated through the semester. During the second semester specific projects are given that assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

Mark Cooper

FS 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently under the direction of a member of the Department.

The Department

FS 485-486 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently under the direction of a member of the Department.

The Department

GEOLOGY AND GEOPHYSICS

FACULTY

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

George D. Brown, Jr., *Professor*; B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

Benno M. Brenninkmeyer, *Associate Professor*; A.B., Boston College; Ph.D., University of Southern California

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

David C. Roy, *Associate Professor*; Chairperson of the Department; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology



PROGRAM DESCRIPTION

Master of Science Program

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Although most students conduct research in either Geology or Geophysics, some combine the techniques of both disciplines in studies of crystal structure below the surface. Many students seeking future employment in industry find that programs combining Geology with applied Geophysics are particularly attractive.

The Department, with approximately 25 graduate students in residence, is housed in Devlin Hall, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses that the student obtains a strong background in the Earth Sciences and the ability to carry out research on his/her own. It is felt that the attainment of these qualities will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology and Geophysics if they wish this type of background. Research in the Department covers a broad range of topics, including the following: Marine Geology, Coastal Sedimentation, Physical Sedimentation, Seismology (including crystal studies of New England using the 15-station New England Seismic Network), Geomagnetism, Structural Geology, Bryozoan Paleontology, Igneous and Metamorphic Petrology, and Geochemistry (including Neutron Activation Trace Element analyses). Many of these various types of studies are being integrated by faculty and students to better understand the geology, geophysics, and evolution of the Northern Appalachians. Government fellowships and grants are available to qualified students. The Department also offers a number of Teaching and Research Assistantships to qualified students.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in Geology or Geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for September admission, they must be received by *May 1*. Applications from those applying for financial aid and assistantships for September need to be completed by *February 15*.

Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geo-sciences. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. A maximum of two required courses are allowed for the M.S. thesis. Usually, no more than one Reading and Research course (GE 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a 3.0 average in all Departmental courses as well as in all those undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is required of each student. Three bound copies of the M.S. thesis are required upon completion of the research; two copies are presented to the Graduate School of Arts and Sciences and one copy to the Department.

Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in cooperation with the Graduate School of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application should be submitted to the Graduate School of Education. However, prospective students must be accepted by the Graduate School of Education and the Department of Geology and Geophysics.

Requirements for the M.S.T. Degree

The five (5) required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: (1) Mineralogy, Regional Stratigraphy, or Paleontology, (2) Meteorology, Oceanography, or Astronomy, (3) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, and the other part is given by the Graduate School of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of these courses is available in the Departmental office.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from the main campus, is an interdisciplinary research facility of the Department and a center for research in the fields of geophysics and regional tectonics. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and movements of the Earth's

plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a twenty-station regional seismic network that records data on earthquakes in the Northeast, as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for the continuous recording of variations in the components of the earth's magnetic field.

COURSE OFFERINGS

An asterisk (*) after a course indicates that the course carries a laboratory fee.

For undergraduate courses numbered below 300 consult the Undergraduate Catalog.

GE 302 Geochemistry

Prerequisites: College Chemistry, GE 200, or equivalent

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects to be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks. *Not offered 1995-1996* *Rudolph Hon*

GE 325 Geologic Computing and Computer Graphing (S: 3)

The focus of this course is on applications of desktop workstations to solutions of problems in earth science disciplines. Solution strategies will include effective data management, data processing, statistical analysis and graphical analysis.

Rudolph Hon

GE 330 Principles of Paleontology (S: 4)

Prerequisites: GE 132, 134 or equivalent, or permission of the instructor

This is an introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

The companion laboratory, GE 331, must be taken concurrently. *George D. Brown, Jr.*

GE 331 Principles of Paleontology Laboratory* (S: 0)

Corequisite: Taken in conjunction with GE 330

This two-hour weekly laboratory course will introduce students to a practical study of fossils. Key structures of the principal fossil invertebrate phyla will be studied to enable the student to identify and assign known and unknown fossil material.

GE 345 Human Evolution and Paleontology (S: 3)

Prerequisite: GE 190 or instructor approval

This is a seminar on human evolution beyond the introductory level. Six topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. *George D. Brown, Jr.*

GE 350 Regional Geology of North America

Prerequisites: GE 132-134, 264 or equivalent

This is a systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. *Not offered 1995-1996* *George D. Brown, Jr.*

GE 385 Structural Geology II, Analytical Aspects* (S: 4)

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. One additional two-hour problem session laboratory per week (GE 386).

E.G. Bombolakis

GE 391 Introduction to Geophysics (S: 3)

Prerequisites: GE 132, 134; MT 200-201; PH 211-212

This is an introduction to the methods of observation and interpretation of geophysical phenomena. Topics include seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces. *John Devane, S.J.*

GE 395 Ground Water Hydrology I (S: 3)

Prerequisites: GE 134, 200, Chemistry 110, MT 101 or 103, or equivalents

This course is an overview of ground-water hydrology with emphasis on concepts and principles, and their application to practical problem solving. The course is intended to provide a foundation for further in-depth water resources studies, and an orientation for active professionals wishing to broaden their working knowledge and understanding of ground water hydrology.

Dale Weiss

GE 400 River and Lake Environments (F: 3)

Prerequisites: GE 132, 133

In modern times the management of river flows, their watersheds, and their sediment burden have become ever more crucial as human populations have grown. The dynamics of rivers and the networks they form will be a focus of this course. Fluid flow and sediment transport in channels and their effects on channel and valley morphology will be treated. The effects of water management on the Colorado and Nile rivers will be studied. *David C. Roy*

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (S: 3)

Prerequisites: GE 132, MT 100-101 or equivalent

A survey of the techniques currently available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites according to the extent and type of contamination will be defined and quantified. The remediation techniques currently in use for cleaning up contaminated soils and bedrock will be discussed. Technologies currently in use for remediation will be evaluated for their technical soundness and cost effectiveness. Long term monitoring of remediated sites, as well as characterized sites that must be remediated, will be discussed. Criteria for assessing the completeness of remediation will be presented.

The course will consist of lectures, student presentations of case studies, and field trips to sites undergoing environmental characterization and remediation.

Randolph Martin III

GE 424-426 Environmental Geophysics I and II (F: 4-S: 4)

Prerequisites: GE 132, 134, MT 200, PH 209-210 or 211-212

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that would be used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. GE 424 covers seismic refraction and reflection methods and emphasizes modern techniques and applications. GE 426 covers the following: resistivity, induced polarization, electromagnetic, magnetics, ground penetrating radar, self potentials, and gravity. In these courses students will conduct geophysical investigations of selected field sites. Relevant lectures will be given on field methods, instrumentation, theory, and interpretation. Discussion/Laboratory GE 425-GE 427 sessions are a corequisite for these courses.

John Ebel

David Lesmes

GE 460 Modern and Ancient Sedimentary Environments (F: 3)

Prerequisites: GE 132, 134, 200, 264, or equivalent

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Benno M. Brenninkmeyer

George D. Brown, Jr.

GE 484 Chemistry of Natural Water Systems (S: 3)

Prerequisites: College level introductory chemistry and calculus

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems. *Rudolph Hon*

GE 500 Potential Field Theory

Prerequisites: MT 202, PH 211-212

This course is an introduction to the mathematics of potential fields that is used to describe such geophysical phenomena as the earth's gravitational and magnetic fields. The vector theorems of Gauss, Stokes and Green are presented, and potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions are presented. Applications of these theories are made to practical problems in geophysics. *Not offered in 1995-96*

John Devane, S.J.

GE 505 Micropaleontology*Prerequisite:* GE 330

This course is an introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week. *Not offered 1995-96*

*George D. Brown, Jr.***GE 510 Internship and Seminar in Environmental Geosciences (F: 3)***Prerequisite:* Permission of instructor

This seminar is provided for qualified upper-division undergraduates and graduate students serving as interns in industry, in government, or in non-profit organizations during the semester or the previous summer. The subject of the project and the activities of the internship must be approved in advance by the instructor prior to enrollment, and a final report or other suitable documentation of the results of the internship will be due at the end of the semester. Students will meet, at least every other week, with the instructor and other interns to report on the nature and progress of their intern activities. Internships will be sought by the Department but suitable internships obtained by students may be submitted to the instructor for approval. In some semesters the seminar may involve a group project on some environmental topic suggested by an outside organization or developed by the instructor.

*Charles M. Spooner***GE 520 Sedimentary Petrology***Prerequisites:* GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance and depositional environments will be explored. *Not offered 1995-96*

*David C. Roy***GE 523 Phase Equilibria in Environmental and Geological Sciences (S: 3)***Prerequisites:* Mineralogy (GE 200) or equivalent; multivariate calculus

Geochemical equilibria in natural and environmental systems provide a key toward understanding geological processes at the surface, in the near-subsurface as well deeper in the crust and in the interior of the planet. Theory of phase equilibria is based on thermodynamic principles that will be the topics of the first part of the course. Simple examples of equilibria and their application to mineralogical systems will be followed by an extension of the theory into a domain of heterogeneous equilibria and theory of equilibria of mixed components. These principles will be applied to equilibria in sedimentary, metamorphic and magmatic systems as well as to equilibria in the aqueous solutions and their interactions with natural solid materials (rocks, soils, etc.). The course will meet twice a week. Students will be expected to use microcomputers in problem solving.

*Rudolph Hon***GE 526 Igneous Petrology***Prerequisites:* GE 272, 525 or equivalent

The origin and evolution of molten silicate-solid rock systems are reviewed in the light of chemical, experimental, and petrographic evi-

dence. Principles of phase equilibria, liquid-solid-vapor interactions, sources of thermal energy and their relation to tectonic environments, rheological properties of solid, semi-solid, and liquid rock states, classification and tectonic interpretation, major and trace element geochemistry are among the many topics discussed in this course. *Not offered 1995-96*

*Rudolph Hon***GE 528 Metamorphic Petrology (F: 3)***Prerequisites:* GE 272 or equivalent

This course examines the nature and origin of rocks that formed by metamorphism of pre-existing rocks. Topics will include the interpretation of mineral assemblages, their phase relations, and the pressure-temperature regimes of metamorphism.

*J. Christopher Hepburn***GE 530 Marine Geology***Prerequisites:* GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heat flow, and magnetic data. *Not offered 1995-96*

*Benno M. Brenninkmeyer***GE 531 Applications of Geology to Environmental and Engineering Projects**

This seminar is an introduction to geologic aspects of soils and bedrock that are relevant to, and required for, the successful pursuit of environmental and engineering projects. Hands-on experience and/or case studies will include geologic mapping, data collection and analysis; planning of drilling and geophysical investigations in a variety of conditions, analysis and presentation of data, and preparation of reports. Guest lecturers will provide case study examples. *Not offered in 1995-96*

*James W. Skeebe, S.J.***GE 539 Coastal Geology***Prerequisites:* GE 132, 134, MT 200-201 or MT 204, PH 211

This course reviews the processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines, sea level changes, beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics. *Not offered in 1995-96*

*Benno M. Brenninkmeyer***GE 542 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (S: 3)**

Through guest lecturers, expert in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

*Charles M. Spooner***GE 543 Plate Tectonics and Mountain Belts***Prerequisites:* GE 285 and GE 272

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate

Tectonics, the full implications of this theory are subject to much current research and debate that will certainly continue to be a focus of geological thought well into the future. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed as will current ideas for the analysis of exotic terrains. *Not offered in 1995-96*

*J. Christopher Hepburn***GE 547 Advanced Structural Geology***Prerequisite:* Consent of instructors

The course begins with an introduction to deformation of the lithosphere, culminating in a comparison of the North American Cordillera with the Appalachians. This comparison involves the principles of deformation of materials and the analyses of stress and strain in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, thermal expansion, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults, faulting processes, folds, folding processes, including the development of several types of intrusive structures. Three hours of lecture per week. *Not offered 1995-96*

*E.G. Bombolakis**R.J. Martin III***GE 550 Geostatistics***Prerequisites:* GE 115, 125 or equivalents; Computer Programming recommended

This course is a practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. It is an introduction to mathematical models of gaussian and non-normal populations. Both single-variable and multivariable problems will be considered. *Not offered 1995-96*

*Benno M. Brenninkmeyer***GE 572 Geophysical Data Processing***Prerequisites:* GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of geophysical data. *Not offered 1995-96*

*Alan Kafka***GE 595 Groundwater Hydrology II (S: 3)***Prerequisite:* GE 395

The course covers the following: (1) theory of ground water flow; aquifer properties and definitions; Darcy's law; definitions of elevation and pressure heads; steady and unsteady one and two-dimensional flow; (2) well and aquifer relationships; flow to wells; discharge and drawdown relationships; well efficiency, etc.; (3) analysis of discharging wells and other test data; steady state and transient equations; type curve solutions; recovery analysis and leaky aquifer solutions; and (4) methods used in determining aquifer characteristics.

Alfredo Urzua

GE 610 Physical Sedimentation

Prerequisites: GE 132, 134, 264, 272; MT 100-101; PH 211

This course is a study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Laboratory GE 611 required. *Not offered 1995-96*

David C. Roy

GE 611 Physical Sedimentation Laboratory

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using recirculating flumes. *Not offered 1995-96*

David C. Roy

GE 635 Groundwater Modeling (F: 3)

Prerequisites: Knowledge of 2nd year Calculus, Introductory Physics, Fortran (or any other computer language), and some experience with an IBM personal computer

Some topics of this lecture course that will be covered include a review of the fundamental principles of ground water flow; finite difference method as applied to steady state and transient flow problems; and introduction to the finite element method as applied to steady state and transient flow problems. Microcomputer versions of MODFLOW, AQUIFEM and FLOWNET are introduced.

Alfredo Urzua

GE 640 Geomechanics

Prerequisites: Consent of instructor

The principles of rock deformation will be emphasized with applications to plate tectonics, structural geology and case history problems encountered in the field of engineering geology of rock masses. *Not offered 1995-96*

E.G. Bombolakis

GE 660 Introduction to Seismology (F: 3)

Prerequisites: GE 134 or equivalent, MT 200-201 or MT 204 (may be taken concurrently)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, focal mechanisms, and fault-plane solutions.

Alan Kafka

GE 661 Theoretical Seismology

Prerequisites: PH 480, GE 660 or equivalent

This is an advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes are included. *Not offered 1995-96*

Alan Kafka

GE 662 Geomagnetism

Prerequisites: GE 391, GE 500

This course includes an analysis of the Earth's magnetic field in space and time. Included are the origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics. *Not offered 1995-96*

John F. Devane, S.J.

GE 663 Gravity Fields

Prerequisites: PH 480 or equivalent

This course includes the following: derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modeling, and satellite geodesy. *Not offered 1995-96*

The Department

GE 668 Inverse Theory in Geophysics (S: 3)

Prerequisite: MT 305, Programming Experience in FORTRAN or C

The theory of the linear and non-linear inversion of data for model parameters and its application to various problems in geophysics is presented. Theories such as the generalized inverse, the stochastic inverse, and the maximum likelihood inverse are developed. The theory and practical application of non-linear inversion are discussed. *Not offered 1995-96*

John E. Ebel

GE 672 Physics of the Earth

Prerequisite: Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crystal deformation properties, the gravitational seismic and thermal structures of the earth, mantle convection and the driving forces of plate tectonics are covered. *Not offered 1995-96*

John E. Ebel

GE 680 Geotectonics

This is a combined lecture and laboratory course dealing with structural and tectonic features resulting from the interaction of plate motion and the development of mountain belts. The structural and tectonic features will include several of prime interest in the oil industry, such as fault-propagation folds and faults. *Not offered 1995-96*

E.G. Bombolakis

R.J. Martin III

GE 690 Tectonics of the Appalachian Orogen and Related Terrains (F: 3)

Prerequisites: GE 285, 290, 526, 528

The most significant literature on the nearly one billion year evolution of the component terrains that now comprise this Circum-Atlantic mountain system will be reviewed and analyzed. Stratigraphic, structural, petrologic and related geophysical, geochemical, and paleontological parameters important for holistic tectonic reconstructions will be emphasized.

James W. Skeehan, S.J.

GE 790 Seminar in Environmental Geology: Rock Properties: Applications to Environmental and Geologic Problems (F: 3)

Prerequisites: GE 132-134, GE 385, MT 100-101, PH 209-210 or 211-212

The application of rock properties data to constrain hydrological, geological and geophysical processes will be explored. The course will focus on the techniques or on designing and conducting experiments to measure physical rock properties and testing hypotheses related to coupled effects; for example, the relationship between fracture aperture and ground water. This involves the development of joint networks within an aquifer and the laws that control fluid flow throughout the network. The course will focus on the shallow crust and study relevant problems in environmental geology and geophysics, earth-

quake source mechanisms and distribution, nuclear waste isolation, long term stability of waste repositories, and regional tectonics.

E.G. Bombolakis

Randolph Martin III

GE 792 Applications of the Geographical Information System (ARC/INFO) (S: 3)

Geographical Information System (GIS) is an integrated software environment that has two parts: information handling (data management) for both information organization and retrieval, and a second part that allows visual display of data in a graphical form on a map (geographical coordinate system). This course is designed to give students a working knowledge and a practical experience in applying computers in their studies and/or research. Many of the assignments will use maps. Complementing the introduction and overview will be in-depth training using graphics, workstations, and terminals.

Michael Turner

GE 794 and 796 Seminar in Geology (F: 3-S: 3)

This course is an analysis and discussion of topics of current interest in geology.

The Department

GE 795 and 797 Seminar in Geophysics (F: 3-S: 3)

This course is an analysis and discussion of problems of current interest in geophysics.

The Department

GE 798 Reading and Research in Geophysics (F: 3-S: 3)

A research study of a topic in geophysics under the supervision of a faculty member. Permission of faculty member is required in advance of enrollment.

The Department

GE 799 Reading and Research in Geology (F: 3-S: 3)

A research study of a topic in geology under the supervision of a faculty member. Permission of faculty member is required in advance of enrollment.

The Department

GE 801 Thesis Seminar (F: 3-S: 3)

This is a thesis research course under the guidance of a faculty member.

The Department

GE 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

HISTORY

FACULTY

Thomas H. O'Connor, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

Andrew Buni, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

James E. Cronin, *Professor*; Chairperson of the Department; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Radu R. Florescu, *Professor*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Raymond T. McNally, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Lawrence Wolff, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Silas H. L. Wu, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Robin Fleming, *Associate Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Ellen G. Friedman, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

R. Alan Lawson, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Deborah Levenson-Estrada, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

Roberta Manning, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

Rev. Francis J. Murphy, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Thomas W. Perry, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Carol M. Petillo, *Associate Professor*; Director of Graduate Studies; A.B., Montclair State College; A.M., Ph.D., Rutgers University

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

L. Scott Van Doren, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

Marilynn S. Johnson, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Karen Miller, *Assistant Professor*; B.A., M.A., University of California at San Diego; Ph.D., University of California at Santa Barbara

Mrinalini Sinha, *Assistant Professor*; M.A., Jawaharlal Nehru University; M.A., Ph.D., S.U.N.Y.



PROGRAM DESCRIPTION

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, American History, and Latin American History. The Department also offers work in African History, Middle Eastern History, and Asian History.

The Department sponsors interdisciplinary work leading to Master's degrees in American Studies, in European National Studies and in Medieval Studies. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Graduate School of Education.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions but are required to take a total of at least four courses (12 credits) during the regular academic year.

Master of Arts in History

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening

and specifying one special area of concentration. Considering these criteria, students are advised usually to select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History, (encompassing English, Irish, Continental European, East European, and Russian) and Latin American History. Other minor areas available are African, Middle Eastern, and Asian History.

Students whose prior academic preparation is sufficient to warrant an exception be made to the above requirements may, with the consent of their advisor, ask the Department permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside History exists, and with the permission of the Graduate Committee of the Department, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee of the Department. Students also take an oral comprehensive examination, administered by the student's advisor and two additional faculty members, one from the major area and one from the minor.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and request permission. The thesis counts for six credits through HS 801 and must be approved by the candidate's major advisor.

Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic engagement with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information that he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating depart-

ments. A two-semester core course required of all American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for one additional research seminar.

The candidates will take an oral comprehensive examination that will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on their major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and by the American Studies committee.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present, programs are offered in British, French, German, Irish, Russian, and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least 6 credits should be in general European surveys (including one colloquium), and at least 9 credits in the history of one European nationality (including a seminar in which that national language is used for research). Except for those in British and Irish studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only 6 credits of course work in language and literature courses and be exempted from 6 credits of work toward the degree.

Students in Irish studies must, in addition to 30 credits in history, Irish literature, and other relevant disciplines, take 6 credits in beginning Irish Gaelic. Students in British studies must take a total of 30 credits in history, English literature, and other appropriate courses, and fulfill the Department's usual foreign language requirement.

Medieval Studies

The Department of History offers an opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and

at least six hours of graduate study in one of the related areas. The attention of History majors is directed to courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

Doctor of Philosophy in History

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses, there are certain basic requirements. These may, however, be modified as individual circumstances warrant.

• **Course and Residency Requirements:** Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are to be earned prior to taking comprehensive exams. The last six credits are to be earned by taking the Dissertation Seminar (3 credits) and readings and research (3 credits) directed toward the dissertation with the major professor. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar), and at least two colloquia (one in the major and one in a minor area).

• **Faculty Advisor:** During the first semester of full-time study, the doctoral student will pick a faculty advisor, who will oversee the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

• **Plan of Study:** By the conclusion of the first semester, and after full consultation with the advisor and the Director of Graduate Studies, the student shall file a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration (as follows). One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. Usually, faculty will require that students take at least some formal course work in each field and will expect students to develop and master a reading list of important books and articles that has been agreed to by the student. With the approval of the advisor and the Director of Graduate Studies, the student may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to the student's program, the department may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised whenever necessary. Changes, however, must be approved by

the advisor and the Director of Graduate Studies.

• **Areas and Fields:** The areas and fields a student may choose to study have been listed previously.

Substitution of other areas of study must be approved by the Graduate Committee of the Department. Approval will be based upon the availability of appropriate faculty at Boston College or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

• **Language Requirements:** The student must demonstrate a reading knowledge of at least two foreign languages, usually French, German, Russian or Spanish. Substitution of another foreign language may be permitted upon recommendation of the student's advisor and with the approval of the Director of Graduate Studies. The language requirement must be fulfilled prior to taking comprehensive examinations.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination. Students concentrating in American History may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution, explaining the nature of the field and its importance to the plan of study, particularly the dissertation. It will be the responsibility of the student's major professor to assess and certify that the student has acquired the appropriate skills and knowledge.

• **The Comprehensive Examination:** The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members, two from the student's major area, and one each from the two minor areas. A written examination may be required at the joint discretion of the student and the student's committee.

The comprehensive examination is not restricted to the content of graduate courses but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant historiography in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate.

• **The Dissertation:** Students are encouraged to develop a dissertation topic even before taking and passing comprehensive exams. The last six credits earned for the degree should be focused explicitly on the dissertation, however. These should include the Dissertation Seminar and independent research with the major advisor. Ordinarily, these will be done after students have taken comprehensive exams. Dissertation proposals must be approved by the faculty advisor, who serves as its director, and by the Graduate Committee of the Department, and should be completed by the end of the semester following the passing of comprehensive exams. The dissertation itself must be approved by a committee of three readers, the

director and two other faculty, approved by the Director of Graduate Studies. It must also be defended in an oral examination to which the entire graduate faculty in History is invited.

Application to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in History is **February 15**. The Department does not ordinarily make decisions in the fall for January admissions. **Note:** Priority in the awarding of financial aid is usually given to students applying to the Ph.D. program. Students who ultimately plan to pursue a Ph.D. should therefore consider applying directly to the doctoral program. Packets containing application materials can be obtained by writing or calling the Director of Graduate Study, History Department. Along with the forms in the packet all applicants should submit the following material: (1) scores of the Graduate Record Exam (the history subject test is not required); (2) a succinct typed statement outlining your reasons for pursuing graduate study in history; (3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application); and (4) three letters of recommendation.

COURSE OFFERINGS

Advanced Electives

Graduate students may take most advanced undergraduate electives for graduate credits. Typically, graduate students fulfill additional requirement specified in advance by the professor. Formal permission is required for graduate students to register in such courses.

HS 303 The Rise of Modern China (F: 3)

This is a survey of Chinese political, social and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919 with special attention to the Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

Silas Wu

HS 304 20th Century China (S: 3)

The course will first provide an overview of the political, social and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on an analyses of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as the Intellectual Revolution (The May Fourth Movement), warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered briefly. A full treatment of the history of Chinese Communism will be given in HS 305. *Silas Wu*

HS 318 (BK 318) Post Slavery Caribbean (S: 3)

This course examines the political, economic and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of underdevelopment in the region, and in this regard it looks closely at the historical character of the Caribbean's incorporation into the international system. Its compass covers the Anglophone, Hispanophone and Francophone

FIELDS OF STUDY IN THE DOCTORAL PROGRAM

AREA

American History

American History to 1789
American History, 1789-1877
American History, 1865 to present
American Intellectual History
American Social History
American Urban History
American Racial and Ethnic History
American Diplomatic History
American Women's History

Medieval History

Medieval Social and Economic History
Medieval Cultural and Religious History
Medieval Political History

Early Modern European History

Renaissance Europe
Reformation and Counter-Reformation
Europe in the 17th and 18th Centuries
Early Modern Social and Economic History
England in the 18th century
Early Modern French History
Early Modern Spanish History

Modern European History

Modern Europe, 1789-1914
Modern Europe, 1870-1945
Contemporary Europe
Modern European Intellectual History
Modern European Social and Economic History
Modern European Diplomatic History
British History since 1815
German History since 1789
French History since 1789
Irish History since 1789
Italian History since 1789
Eastern Europe since 1789
European Imperialism

Russian and Eastern European History

Pre-Revolutionary Russian History
Soviet History
Eastern Europe before 1789
Eastern Europe since 1789

Latin American History

Colonial Latin American History
Modern Latin American History
Central American/Caribbean History
South American History
Mexican History

Other Areas (Minor only)

History of China
African History
Middle Eastern History
Ancient History
History of India

Caribbean from Haitian independence in 1804 to the present.

Frank Taylor

HS 324 Contemporary Britain (S: 3)

Peter Weiler

HS 325 (BK 325) Revolutionary Cuba: History and Politics (S: 3)

This course has as its focus Cuba's foreign and domestic policies since that date. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely.

It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank Taylor

HS 326 History of Modern Iran (F: 3)

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian

economy and society in the latter part of the 19th century; social and religious movements in the 19th century; the constitutional revolution of 1905-1911; the changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; the cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments in Iran since the revolution; and Iran's current regional and international role. *Ali Banuazizi*

HS 335 The Conversion of the Roman Empire (S: 3)

The theme is the early expansion of that most successful mass movement to date in western civilization: Christianity. Why did people convert to Christianity? Why did others choose not to, or choose other "mystery religions" that offered personal salvation? What importance did traditional state paganism, and traditional philosophies like Stoicism, continue to have? How did pagans view Christians, and vice-versa? Did martyrdom and persecution help or hinder the growth of Christianity (or do both)? What effect did the conversion to Christianity of the Roman emperor Constantine have? These are some of the important questions for our consideration. *John Rosser*

HS 338 Byzantium and the Crusades (S: 3)

How was it that the Crusades, inaugurated by Pope Urban II in 1095 as an armed pilgrimage to aid the beleaguered Christian Church of the East, ended up conquering the capital of eastern Christendom, Constantinople, in the Fourth Crusade of 1204, and destroying its empire? In answering this question, the Crusades are placed within the broadest context of East-West relations during the Middle Ages. *John Rosser*

HS 344 (FA 329) The Medieval Book (F: 3)

This course will examine the development, construction, decoration, script, text, and function of the medieval codex from the Fall of Rome through the Norman Conquest. Emphasis will be placed on Latin manuscripts produced in Western Europe and the British Isles, and on an interdisciplinary understanding of the book as a primary source of social and intellectual history. *Nancy Netzer*

HS 363 Modern India I: India Under the British (F: 3)

This course is designed as an historical survey of British rule in India, from the take-over of India by the British Crown in 1858 to Indian independence in 1947. We will look at British colonial policy as well as at various responses to colonial rule in India, including the social and religious reform movements, peasant and anti-caste movements, the women's movement and the nationalist movement. We will also focus on the alternative to the Raj offered by the Indian nationalist movement that, especially under the leadership of M. K. Gandhi, had come to encompass the interests of the various other movements. *Mrinalini Sinha*

HS 364 Modern India II: India After Independence (S: 3)

This course focuses on the developments in the Indian nation after 1947. It begins with an evaluation of the ideological foundations of the modern Indian state and its ability to deal with the

many challenges to its legitimacy. In this context we will study the threats posed by various regional and secessionist movements, the resurgence of virulent communal or religious ideologies and the increase in violence against backward castes and groups and against women. *Mrinalini Sinha*

HS 373 (BK 373) Slave Societies in the Caribbean and Latin America (F: 3)

Among the topics covered in the course are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure during slavery and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries. The approach taken is a comparative one. *Frank F. Taylor*

HS 418 (EN 500) Politics and Literature in 18th and 19th Century Ireland (F: 3)

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. Major works of Irish literature of the period will be considered in the light of their social and political origins, their subsequent effect on political conceptualization and action, and their place in the development of the Irish literary tradition. Among the writers to be considered are Swift, Merriman, Maria Edgeworth, William Carlton, Charles Kickham. This course is taught jointly with Professor Adele Dalsimer of the English Department. *Kevin O'Neill*

HS 427-428 (EN 342-343)(FA 354) England 1660-1800 (F: 3-S: 3)

The political, social and cultural history of England from the Restoration to the end of the 18th century, with the divide between terms at about 1725. In the first term emphasis will be mainly on political history and on literature, especially Dryden, Rochester, and Pope, including a close reading of *The Rape of the Lock*. The second term will be mainly concerned with topics in cultural history such as architecture and decoration, landscape gardening, painting and sculpture, theater and music. No previous courses in English history or the arts are necessary or required. Since the course is conceived as a one-year whole, HS 428 will be open only to those who have taken HS 427; exceptions will require the instructor's approval and will be allowed only for compelling reasons. *Thomas Perry*

HS 440 Local History in Ireland: A Methods Course (S: 3)

The aim of this course is to provide a conceptual framework for the study of local history in Ireland, to identify sources, and to provide training in the interpretation of sources, use and technique. The main approaches to local history as the study of community; different types of communities in Ireland (rural, urban, religious, economic, political) and their interactions; the themes that are central to understanding local communities—for example, the history of birth, marriage and death, family history and its relationship to the wider world, social relations, economic and environmental change, education, poverty, crime and policing. *Ruth-Ann Harris*

HS 443 Contemporary Germany: Conquest, Division, Reunification (F: 3)

This advanced elective concentrates on the 20th-century version of the "German Question." Originating in the defeat of the Third Reich, the question of how to handle Germany dominated the immediate years of the post-war period and contributed substantially to the origins of the Cold War. This course will trace the social, political and international aspects of the recovery of the two German states, and their subsequent reunification in early 1990. *John Heineman*

HS 448 Eastern Europe in the 20th Century (S: 3)

A study of the political experience of the small nations of Eastern Europe (Romania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II. *Radu Florescu*

HS 454 Twentieth Century Russia (S: 3)

This course is a survey of Russian history from the revolutions of 1905 and 1917 to the present day. Topics covered include the Old Regime, the revolutionary movement, the Revolution and the Civil War, the NEP, the power struggle after Lenin's death, the Stalin revolution, industrialization, urbanization, collectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization, Brezhnev, the restructuring of the Soviet system under Mikhail Gorbachev, the August 1991 coup d'état, Boris Yeltsin, the end of the Soviet period, and the ensuing and continuing crisis. *Roberta Manning*

HS 456 Pre-Industrial Capitalism in Italy, 9-17th Centuries (F: 3)

A survey of economic history in the Italian peninsula from the medieval revival of town life to the early modern centuries of crisis and decline. Among the topics to be considered: systems of agricultural production and exchange; urban-based systems of local, regional, and long-distance trade with market centers of the Mediterranean world and of the economically revitalized northern Europe; the development of banking institutions; the recreation of metallic currencies and of instruments of credit; contradictory effects of Church policies and practices; craft production; economic functions of guilds; large-scale manufacturing and early industrial enterprises; state involvement in economic activities; incidents of labor unrest; effects of the discovering of alternative routes to the Indies and of the lands of the New World; the general crisis debates. *Scott Van Doren*

HS 466 Europe 1871-1914 (S: 3)

This course will explore the development of Europe from the end of the Franco-Prussian War in 1871 to the outbreak of World War I in 1914, years when Europe had attained a position of unparalleled prosperity and world domination, but which ended disastrously with its plunge into war in 1914. Particular emphasis will be given to the following themes: the political and diplomatic

developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity, and the rise of European domination of the world.

Alan Reinerman

HS 469 Intellectual History of Modern Europe (F: 3)

Presented this year for only one semester, this course will focus on the 19th century (1789-1914), devoting main but not exclusive attention to the thinking and impacts of four, dead, white, straight, European males: Hegel, Marx, Nietzsche, and Freud. It will take seriously the terms just mentioned—death, whiteness, heterosexuality, masculinity and Europe—in examining the stories these major thinkers tell about the world and themselves. We will also examine how they became major thinkers and will consider the place of education in their thinking. The four theorists will also be discussed in relation to some other major currents of thought in 19th century Europe: the Enlightenment heritage, romanticism, positivism, and irrationalism.

Paul Breines

HS 488 The French Revolution (F: 3)

A social and political history of France during the turbulent decade, 1789-1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radical Jacobins and the sans-culottes, the Reign of Terror, the Thermidorian Reaction, the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events.

Paul Spagnoli

HS 492 Europe since 1945: A Continent in Search of Its Identity (S: 3)

This course will examine the resurgence as well as the division of Europe in the immediate post war years. The dominant influence of the Cold War, the movement towards European unification in the western countries, the struggle for freedom in the eastern countries and the new challenge of decolonization, security and economic globalization will all be considered. The final segment of the course will explore the causes and repercussions of the fall of the Soviet Union for Europe and the larger world.

John Heineman
Rev. Francis Murphy

HS 502 History of American Catholicism (F: 3)

The election of John Kennedy signified the acceptance of Catholics as Americans. The document on religious liberty of the Second Vatican Council (1962-1965) seemed to ratify what had long been a cherished American Catholic tradition. The course will treat the following themes: the early Spanish and French settlements, the beginning to English-speaking Catholicism in Maryland, the establishment of the hierarchy under John Carroll and its early development, immigration and nativism, American Catholic support of religious liberty and conflict with the Vatican at the end of the 19th century, and the American Catholic contribution to Vatican II (1962-1965).

Gerald P. Fogarty, S.J.
Gasson Professor

HS 503 The Civil War (S: 3)

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war.

Thomas H. O'Connor

HS 511 Race, Class, and Ethnicity and the Struggle for Human Rights in America, 1941 to Present (S: 3)

Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices (if it ever did) and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the 21st century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them.

Andrew Buni

HS 512 History of Black Nationalism (F: 3)

This course examines the evolution and diversity of black nationalism and nationalist ideologies in the United States from the early 19th century through the present. Several distinct nationalists constructs—including emigrationist, separatist, cultural, and accommodationist—and their proponents will allow students to analyze and compare the forces influencing the proliferation, retrenchment, and resurgence of nationalism at various points in African-American history.

Karen K. Miller

HS 524 American Constitutional Development (S: 3)

An historical analysis of the formation, organization and major decisions of the United States Supreme Court from 1788-1977, with an emphasis upon the Court's relationship to social change.

Alan Rogers

HS 539-540 History of American Women (F: 3-S: 3)

This course will introduce students to themes in the social history of American women. We will pay particular attention to the diversity of women's experiences and the ways in which class, race, ethnicity, and gender have informed women's lives. The course explores the history of American women in the twentieth century.

The Department

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

HS 549-550 U. S. Military History (F: 3-S: 3)

The military tradition in the United States is older than the country itself. Out of this tradition grew many of the ideas and assumptions which still shape current military policy, both in war and in peace and the attitudes to which it gave shape, particularly emphasizing military leaders, institutional developments, and the social and political context in the years between 1607 and 1991.

Carol Petillo

HS 552 U. S. Since 1945 (S: 3)

This course will explore the significant political, economic and social developments in the United States since the end of World War II. The focus will be on domestic affairs, foreign policy will be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Mark Gelfand

HS 553 History of the Old South from Colonial Times to 1868

The Department

Graduate Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

HS 814 Colloquium: Imperial Formation Britain 1763-1945 (F: 3)

Instead of the standard centrifugal analyses of imperial influence radiating from Britain to its colonies overseas, this course offers what some British social historians have called a centripetal analysis of imperialism: the impact of imperialism and colonialism at Home in Britain. The course covers the period of the Second British Empire, from the Seven Years War to the Second World War.

Mrinalini Sinha

HS 815 Colloquium: Early Middle Ages (F: 3)

Students in the seminar will write original research papers on a topic in Anglo-Saxon or Carolingian history. This topic will be one upon which the students and professor have agreed, and will be based, to a large degree, on original sources.

Robin Fleming

HS 818 Colloquium: History of Anti-Semitism (S: 3)

A range of modern thinkers and scholars, notably Hannah Arendt, Jean-Paul Sartre, as well as Gavin Langmuir have explored the history of Jew-hatred in an attempt to fathom its causes, continuities, and discontinuities. This course will examine their writings as well as other works in order to understand the religious, social, economic, psychological, and political reasons that have been suggested as sources of the phenomenon.

Benjamin Braude

HS 820 Colloquium: Contemporary History (F: 3)

With the end of the Cold War, the collapse of the Soviet Union and the eclipse of socialism as a genuine rival to capitalism a distinct era in world history has come to an end. It is thus possible now to interrogate the recent past in a manner not previously possible. That interrogation has barely begun but will surely constitute a central project of the next generation of historians. How is it to be done? With what models and assumptions will it proceed? With what kinds of sources and methods? The purpose of this course is to read some of the best books and articles on contemporary history with an eye toward evaluation their methods, sources and interpretive frameworks.

James Cronin

HS 821 Colloquium: The Vatican and the United States (S: 3)

This seminar will investigate the attitude of the Vatican toward the American hierarchy on such issues as religious liberty as well as the relations with the United States government, through the intermediation of American bishops, beginning with World War I and gaining increasing occurrence during World War II and the Cold War.

*Gerald P. Fogarty, S.J.
Gasson Professor*

HS 824 Colloquium: Morginol Groups in Early Modern Europe (F: 3)

Ellen Friedman

HS 832 Colloquium: American Families: Social History and Social Policy (S: 3)

The course will cover such topics as the following: changing ideals of family, treatment of children and adolescents, the role of women within the family, and social and legal crusades to transform the lives of poor minority children and families. Readings will include major works by historians, as well as primary materials ranging from collections of documents, contemporaneous commentary and shifts in law to works of fiction. Graduate students from History, Education, Psychology, Sociology and the Law school are welcome.

Catherine Ross

HS 846 Colloquium: Popular and Elite Culture in Ireland: 1750-1850 (S: 3)

During the century under consideration Ireland experienced dramatic and often violent social and political change. Major events included the emergence of colonial nationalism and Republicanism, the Revolution of 1798, the Act of Union, the movements for Catholic Emancipation and Repeal, and the Revolution of 1848. Traditional historiography has linked these events through the personalities of the major political leaders involved. This course will instead explore the ways in which popular culture both facilitated and, in some cases, dominated these developments. Specific topics covered include: sectarianism, agrarianism protest, moral economy, colonial identity, literacy and education, popular religion, public and private discourse, and urban-rural relations.

Kevin O'Neill

HS 855 Colloquium: U.S. to 1860 (F: 3)

This course is intended as an introductory, graduate-level survey of major themes and issues in American history prior to the Civil War. The approach will be largely historiographical, in the sense that it will focus on works of major interpretive significance rather than upon works of a synthetic nature.

Alan Rogers

HS 865 Colloquium: Enlightenment (S: 3)

The graduate colloquium studies the Enlightenment in 18th-century culture and intellectual history. The readings include major texts of the Enlightenment in Europe and major historical treatments of the Enlightenment from a variety of perspectives and approaches. Important issues are the enlightened campaign against religious superstition and fanaticism, the evolution of the idea of civilization in Europe, and the social and political criticism that undermined the institutions of the ancien regime and pointed the way

toward the revolutionary age in Europe and America.

Lawrence Wolff

HS 870 Colloquium: Women in American History (F: 3)

The Department

HS 872 Colloquium: US Since 1860 (S: 3)

Students will read and discuss recently published books in important topics in U.S. history since 1877: the impact of Reconstruction, Populism, responses to industrialization, American Socialism, Progressivism, the impact of campaign for women's suffrage, the emergence of consumer culture and contested leisure, the world wars and American foreign policy, the Depression, and social protest movements, including the civil rights movement.

Marilynn Johnson

HS 873 Colloquium: Liberalism in 20th Century America (F: 3)

This course will examine the dirty word of contemporary American politics in its historical setting. We will study the transformation of liberalism from its 19th to 20th century meanings, and trace the triumphs and travails of liberal reform from the New Deal to the Reagan Revolution. Domestic as well as foreign policy issues will be considered.

Mark Gelfand

HS 875 Colloquium: The Vietnam War (S: 3)

Students in this course will read, discuss and write about selected topics having to do with the U.S. War with Vietnam in its historical context (1945-1975).

Carol Petillo

HS 892 Colloquium: Feminism in Latin America (F: 3)

Debra Levenson-Estrada

HS 896 Core Colloquium: Early Modern Europe (S: 3)

The purpose of this course is to prepare students to be teaching assistants in the first half of the History Core course. This year the colloquium will focus on the social and political history of Italy, Spain, and France from approximately 1400 to 1700. Topics to be covered include transformation of the social structure in city and countryside, political life at the level of both state and local community, and issues of gender in social and political life.

Virginia Reinburg

HS 897 Core Colloquium: Modern European History (F: 3)

This colloquium will serve as a broad introduction to major themes, controversies and historiographic developments in modern European history.

Peter Weiler

Graduate Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

HS 906 Seminar: Russian and Soviet History (F: 3)

Topics covered include research, archives, archival guides, exchange programs, and the arts of reading documents, defining topics, and inviting history. We will analyze documents (including handwritten ones), explore possible dissertation topics, talk to people who have recently written

dissertations, and tour the Harvard Libraries with a special emphasis on resources open to the public. Reading knowledge of Russian and at least one semester of Russian history is required and/or the instructor's permission.

Roberta Manning

HS 936 Seminar: 19th Century Europe (F: 3)

The course will deal with the major political, diplomatic, social and religious developments in Europe during the period 1814-1914. Students, in consultation with the professor, will choose a topic for their seminar paper from among the many possibilities offered by that time period.

Alan Reinerman

HS 961 Seminar: Public Culture in America (S: 3)

Students in this seminar will pursue selected topics concerned with the place of cultural ideas and patterns within the institutions of public life. Students will be asked to focus on their own interests, at the same time they will be as a group, explore cultural boundaries between public and private spheres of activity.

Alan Lawson

HS 969 Seminar: Boston 1860-1865 (S: 3)

Graduate research projects, employing primary source materials, investigating the various ways in which the city of Boston was changed by the impact of the Civil War. Special attention will be placed upon ways in which the war had an impact on the political, social, and economic status of women, Irish-Americans, and African-Americans in Boston.

Tom O'Connor

Graduate Independent Study**HS 799 Readings and Research: Independent Study**

Prerequisite: Permission of instructor

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member.

The Graduate Faculty

HS 801 Thesis Seminar (F, S: 6)

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

HS 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

HS 992 Dissertation Seminar (S: 3)

The aim of this course is to bring together students beginning dissertations in various field to discuss the substance of their research and problems of theory, method and organization. Students will be expected to report on their work and to present, by the end of the course, either a dissertation proposal or a section of the dissertation itself.

James Cronin

HS 998 Doctoral Comprehensives**HS 999 Doctoral Continuation (F: 0-S: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy.

MATHEMATICS

FACULTY

Stanley J. Bezuska, S.J., *Professor Emeritus*; A.B., A.M., M.S. Boston College; S.T.L., Weston College; Ph.D., Brown University

Joseph A. Sullivan, *Professor Emeritus*; A.B. Boston College; M.S. Massachusetts Institute of Technology; Ph.D., Indiana University

John F. Caulfield, S.J., *Assistant Professor Emeritus*; A.B., A.M. Boston College; S.T.L., Weston College

Joseph F. Krebs, *Assistant Professor Emeritus*; A.B., A.M. Boston College

Robert J. Leblanc, *Assistant Professor Emeritus*; A.B., A.M. Boston College

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Gerald G. Bilodeau, *Professor*; A.B., University of Maine; A.M., Ph.D., Harvard University

Richard L. Faber, *Professor*; B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Margaret J. Kenney, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University

John H. Smith, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Paul R. Thie, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

Robert J. Bond, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Richard A. Jenson, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

William J. Keane, *Associate Professor*; Chairperson of the Department; A.B., Boston College; M.S., Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Harvey R. Margolis, *Associate Professor*; M.S., Ph.D., University of Chicago

G. Robert Meyerhoff, *Associate Professor*; A.B., Brown University; Ph.D., Princeton University

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

John P. Shanahan, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

C.K. Cheung, *Assistant Professor*; B.Sc., University of HongKong; Ph.D., University of California



PROGRAM DESCRIPTION

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, in pure mathematics, courses in topology, analysis, algebra, and logic are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics, the Department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research). Students interested in computer science may consider courses offered by the Computer Science Department of the Carroll School of Management, including data structures, machine language, algorithms, automata and formal languages, and computer graphics.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 (Euclidean and Non-Euclidean Geometry),
- MT 426-427 (Probability and Mathematical Statistics),
- some exposure to the use of computers in mathematics—which may be accomplished by taking any 500 level course except MT 550.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (MT 902-903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804-805 (Analysis), MT 816-817 (Modern Algebra) and either MT 814-815 (Complex Variables), MT 840-841 (Topology), or MT 860-861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the follow-

ing undergraduate courses: MT 414, 426-427, 430, 435-436, 440, 445, 451, 452, 480, and any 500 level course except MT 550. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Graduate School of Education. This program is designed either for experienced teachers or for prospective teachers and consists of five courses in mathematics and up to 24 credits in education, depending on experience. Additional information on the program is available in the Education section of this Catalog. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Graduate School of Education.

Candidates are required to complete MT 804-805 (Analysis) and three other MT courses at or above the 400 level, including at least one from among MT 400-499 or MT 800-899 and excluding MT 550. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 (Euclidean and Non-Euclidean Geometry),
- either MT 420 (Probability and Statistics) or MT 426-427 (Probability and Mathematical Statistics)
- some exposure to the use of computers in mathematics—which may be accomplished by taking MT 551 (Computer Science II) or any other higher level computer course.

Another course particularly well suited for this program is MT 430 (Number Theory).

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

COURSE OFFERINGS

MT 410 Differential Equations (F: 3)

This course is intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions and special functions.

MT 414 Numerical Analysis (S: 3)

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solu-

tion of ordinary differential equations and approximation theory.

MT 420 Probability and Statistics (S: 3)

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation and hypothesis testing.

MT 426 Probability (F: 3)

This course is a general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems, and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include the following: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MT 435–436 Mathematical Programming I, II (F: 3–S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 440 Dynamical Systems (S: 3)

This course is an introduction to the theory of iterated functions of a single variable. Topics include the following: fixed points, periodic points, the quadratic family, bifurcations, one and two dimensional chaos, fractals, iterated function systems, Julia sets, and the Mandelbrot set.

MT 445 Applied Combinatorics (F: 3)

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting

methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics.

MT 451 Euclidean and Non-Euclidean Geometry (S: 3)

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Halberd's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 452 Differential Geometry and Relativity

Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as space-time curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory. *Not offered 1995–96*

MT 470 Mathematical Modeling (F: 3)

Mathematical Modeling is the process of applying mathematical techniques to resolve practical problems. Steps involved include the following: (1) the identification of a particular problem, (2) the making of assumptions and the collection of data, (3) the formulation of a specific mathematical problem, (4) the resolution of this problem, (5) the translation of this solution into a practical course of action. Model construction and its various components will be demonstrated by means of examples and exercises and students will be actively engaged in the modeling process through individual and group projects.

MT 480 Mathematics Seminar

Topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. With department permission it may be repeated. *Not offered 1995–96*

MT 551 (MC 141) Computer Science II (F, S: 3)

Prerequisite: (MT 550/MC 140) Computer Science I or the equivalent

In this course, students will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principle emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.) in terms of both their abstract properties and their implementations in computer programs, and the study of fundamental algorithms for manipulating these structures.

MT 566 (MC 366) Programming Languages (S: 3)

Prerequisite: MT 551/MC 141

The course will focus on the essential concepts that are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required.

MT 568 (MC 633) Computer Graphics

Prerequisite: MT 551/MC 141, or grade of B or better in MT 550/MC 140, or permission of the instructor

This course deals with the important ideas and techniques underlying interactive computer graphics. We will focus on programming techniques for manipulating graphical objects quickly and efficiently. *Not offered 1995–96*

MT 572 (MC 260) Computer Organization and Assembly Language (F, S: 3)

Prerequisite: MT 551/MC 141

This course is a study of the organization of computers at the low level of the processing of machine instructions. Topics include the organization of the CPU and memory, computer representation of numbers, the instruction execution cycle, traps and interrupts, implementations of arithmetic operations, complex data structures, and subroutine linkage, and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

MT 577 (MC 652) Microcomputer Applications Development

Prerequisite: MT 551/MC 141

This course aids the student in designing and implementing user applications on a microcomputer. The microcomputer's hardware configuration and operating system will be studied. Application development software systems, especially those based on object-oriented class libraries and application frameworks, will be used. User interface guidelines for application software will also be addressed. *Not offered 1995–96*

MT 583 (MC 383) Algorithms (F: 3)

Prerequisites: MT 551/MC 141 and either MT 244, MT 420, MT 426, or MT 445

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

MT 585 (MC 385) Theory of Computation (S: 3)

Prerequisites: MT 551/MC 141 and either Discrete Mathematics, MT 420, MT 426, or MT 445

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines, undecidable problems, and computational complexity.

MT 599 Reading and Research in Computer Science (F, S: 3)

This is an independent study course, taken under the supervision of a Mathematics or Computer Science Department faculty member. Department permission is required, and interested students should see the Chairperson.

MT 801 Thesis Seminar (F, S: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

MT 804-805 Analysis I, II (F: 3-S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)

This course includes the following: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

MT 816-817 Modern Algebra I, II (F: 3-S: 3)

This course will study the basic structures of abstract algebra. Topics will include groups, rings,

ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

MT 820 Measure and Integration (F: 3)

Prerequisite: MT 804-805 or the equivalent

This is a course in the classical theory of functions of a real variable. Topics include the Lebesgue integral, the classical Banach spaces, and integration generally measure spaces. *Not offered 1995-96*

MT 840-841 Topology I, II (F: 3-S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The content of the second semester varies from year to year. Generally it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology. *Not offered 1995-96*

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem. *Not offered 1995-96*

MT 861 Foundations of Mathematics

Prerequisite: MT 860 or the equivalent

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory. *Not offered 1995-96*

MT 880 Advanced Topics in Mathematics

Topics of this one-semester course vary according to the interests of faculty and students. With permission of the Graduate Committee, it may be repeated. *Not offered 1995-96*

MT 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. *The Department*

MT 899 Readings and Research (F, S: 3)

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Department permission is required, and interested students should see the Director of the Graduate Program.

MT 902-903 Seminar (F: 0-S: 0)

This is a non-credit course required of all candidates for the M.A. degree who do not take MT 801.

PHILOSOPHY

FACULTY

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Richard Cobb-Stevens, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; Ph.D., University of Paris

Richard Kearney, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Richard T. Murphy, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Joseph L. Navickas, *Professor*; Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

William J. Richardson, S. J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Ronald Anderson, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Patrick Byrne, *Associate Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Associate Professor*; A.M., University College, Dublin; Ph.D., Boston University

Joseph F.X. Flanagan, S.J., *Associate Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Arthur R. Madigan, S.J., *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Thomas S. Hibbs, *Associate Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Gerard C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Ingrid Scheibler, *Assistant Professor*; B.A., University of Virginia; Ph.D., Trinity College, Cambridge

David McMenamin, *Adjunct Assistant Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Richard A. Spinello, *Adjunct Assistant Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Elizabeth Brient, *Instructor*; B.A., Rice University; M.Phil., Ph.D. (cand.), Yale University



PROGRAM DESCRIPTION

The Department of Philosophy offers a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary) and a special focus on Continental European philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments.

The Department offers a Ph.D. program and a program leading to an M.A. All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (5 or 6 admitted each year from over 150 applicants).

Requirements for the Ph.D. are as follows: one year of full-time residence; 16 courses (48 credits); proficiency in logic (tested by course or by examination); proficiency in two foreign languages (usually French and German); preliminary comprehensive examination; doctoral comprehensive examination; dissertation; and oral defense of the dissertation. Students entering the program with an M.A. in philosophy may be credited with 10 courses (30 credits) towards the Ph.D. The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy; it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. in hand). Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress towards the completion of degree requirements.

Requirements for the M.A. are as follows: 10 courses (30 credits); proficiency in one foreign language (usually French or German); and a one hour oral comprehensive examination on a reading list in the history of philosophy. It is possible, though not common, for students to write an M.A. thesis in place of 2 courses (6 credits). The M.A. may be taken on a full-time basis or on a part-time basis. Departmental financial aid and

tuition remission are not normally available for students seeking an M.A.

Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy (or Theology) Department, and students study within one of these departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors a speaker's program, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translation of medieval sources and the editing of philosophical and theological texts.

The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904–1984) are focused in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles C. Hefling.

COURSE OFFERINGS

If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

PL 402 Kant's Moral Philosophy (S: 3)

Prerequisite: Philosophy of the Person or equivalent

How we make moral decisions warrants close examination. Often we experience a conflict between what seems the best and what seems the right thing to do. Kant offers a theory to substantiate our choice for what is right—our duty. This view has been challenged. The course seeks to present and evaluate Kant's theory of duty.

Ronald K. Tacelli, S. J.

PL 403 Does God Exist?

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God. *Not offered 1995-96*

Ronald K. Tacelli, S. J.

PL 404 Philosophical Autobiography (F: 3)

We will examine the understanding of human nature that is conveyed in the autobiographies of St. Augustine, Rousseau, Nietzsche, and Maya Angelou. The following topics will be key: (1) the nature and limits of human self-understanding; (2)

the relation of the human subject to time; (3) the manner in which the narrative structures and facilitates self-understanding. *Vanessa P. Rumble*

PL 405 Self-Deception and Morality

This course will deal with the main moral and anthropological perspectives on self-deception that have emerged in western philosophy, particularly in the nineteenth and twentieth centuries. Two related questions will be posed to each of the thinkers studied: (1) How must the human self be constituted in order for self-deception to be possible? (2) Is the self-deceiver morally responsible? *Not offered 1995-96*

Vanessa P. Rumble

PL 414 Catholicism: A Philosophical Inquiry (F: 3)

A philosophical and logical exploration of the fundamental claims of the Catholic faith as defined by the authoritative new *Catechism of the Catholic Church*.

Peter J. Kreeft

PL 415 Great Trials in Western Civilization

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. This course will examine the development of our moral-political judgment by a study of significant trials that have taken place in western civilization. *Not offered 1995-96*

James W. Bernauer, S. J.

PL 416 Hannah Arendt: Human Condition and the Life of the Mind

The purpose of this course is to offer an introduction to the main topics in Arendt's inquiry into first, the structures of active life (labor, work, action, the private and public), and second, her criticism of several constantly recurring prejudices in the works of those who are entirely dedicated to the activity of thinking; that is, the professional philosophers. *Not offered 1995-96*

Jacques M. Taminiiaux

PL 419 Philosophy of Friendship

Friendship presents several challenges to philosophical reflection. What makes friendship unique, and have philosophers been able to speak about it adequately? *Not offered 1995-96*

Gary M. Gurtler, S. J.

PL 421 Nietzsche (S: 3)

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome Platonism.

Jacques M. Taminiiaux

PL 422 Eros and Ethics: Plato, Kant, and Kierkegaard

Often we experience our love of persons and of finitude generally as in conflict with moral obligation. We will examine the manner in which this conflict is represented in the ethical thought of Plato, Kant, and Kierkegaard. *Not offered 1995-96.*

Vanessa P. Rumble

PL 426 Greek Philosophy and Literature (S: 3)

This course combines a reading of selected Platonic Dialogues and Aristotelian texts (from *Ethics*, *Politics*, and *Poetics*, among others), with a reading of Homer and Greek tragedies. Our focus will be the problems and tensions between philosophic and literary views of human life, love, and the possibility for happiness. We will consider some very recent interpretations of this relationship (Nussbaum, Williams, Weil) and try to develop some of our own. *Eileen C. Sweeney*

PL 428 Introduction to Phenomenology

This course is an historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger. *Not offered 1995-96*
Jacques M. Taminiaux

PL 429 Freud and Philosophy (F: 3)

A reexamination of Freud's experience of the unconscious with a focus on those aspects of the subject that pertain to an eventual ethics

William J. Richardson, S.J.

PL 434 (UN 502) Capstone: Ethics in the Professions (F: 3-S: 3)

This course will focus on controversial moral dilemmas that arise in the professions of law, business, medicine, education, and journalism. In addition to considering some key ethical theories that can be used as a framework for addressing these problems, it will also dwell on relevant moral notions such as virtue and collective responsibility. Cases will be used to help students develop analytical skills and enhance their capacity for making sound, moral judgments in different situations.

Richard A. Spinello

PL 435 Theory of the Novel

Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts. *Not offered 1995-96*

David M. Rasmussen

PL 442 Romanticism and Idealism (F: 3)

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience.

Vanessa P. Rumble

PL 444 Modern Philosophies of Imagination (S: 3)

This course deals with the development of 20th century theories of imagination from Phenomenology (Sartre, Merleau-Ponty, Ricoeur) to post modernism and psychoanalysis (Derrida, Kristeva, Lacan).

Richard M. Kearney

PL 449 Corporations and Morality (S: 3)

This course will begin with a reflection on the main ethical theories that can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas that can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society that has the same autonomy and moral agency as the person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as a moral agent in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members.

Richard A. Spinello

PL 452 Perspectives on Addiction

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well. *Not offered 1995-96*

Gerard C. O'Brien, S.J.

PL 455 Kierkegaard and Nietzsche (F: 3)

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century, and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.

Stuart B. Martin

PL 456 The Holocaust: A Moral History

The tragic event that ruptured modern western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews. *Not offered 1995-96*

James W. Bernauer, S.J.

PL 458 Contemporary Movements in Continental Thought

This course analyses the major trends in 20th century European philosophy from phenomenology and existentialism to structuralism and deconstruction. It explores the different ways in which these movements respond to the contemporary crisis in the arts and sciences by rethinking traditional concepts of meaning, truth, identity and value. *Not offered 1995-96*

Richard M. Kearney

PL 464 The Three Greatest Men Who Ever Lived (F: 3)

No one in history has made a greater difference to more people than Jesus, Buddha and Socrates. Each struck his disciples as a new rather human being; each wrote nothing, yet founded the three most influential forms of religion, mysticism and philosophy in history. The course explores and compares these three men from the vantage point of those who hated and loved them.

Peter J. Kreeft

PL 465 Sexuality: New Histories, Old Ethics?

The last twenty years have witnessed an explosion of historical investigations of sexuality in western culture. This course will examine several of these studies in the interest of appreciating the historical development of anxiety toward and acceptance of sexual activity. *Not offered 1995-96*

James W. Bernauer, S.J.

PL 467 Jean-Paul Sartre

This course is an analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sadomasochistic dimensions of interpersonal relations. *Not offered 1995-96*

Richard Cobb-Stevens

PL 474 Philosophy of Laughter, Humor and Satire (S: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an

attempt to appreciate each work of art in its individuality and the personal perspective each one brings to his/her appreciation.

Gerard C. O'Brien, S.J.

PL 479 Contemporary German Philosophy (F: 3)

In this course, consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics, and critical theory.

David M. Rasmussen

PL 482 Political Philosophy: Hobbes to Hegel (F: 3)

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Jacques M. Taminiaux

PL 489 Rousseau and Freud

This course will focus on a reading of the major works of these two thinkers on the themes that they share—radically new accounts of the state of nature, the development of language and theory of meaning, human relationships and the relations between the sexes, the critique of religion, and proposals for improvement of modern life. *Not offered 1995-96*

Eileen C. Sweeney

PL 497 Parmenides (S: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides is usually interpreted as a pioneer in using strict (but flawed) analytical procedures to arrive at a description of (impersonal) "being" which contradicts common-sense human experience. Parmenides indeed argued against those who believed "Being" to be, ultimately, multiple and changing; yet his own views were presented as revealed in a vision of awesome power. To better interpret this vision will require some study both of modern psychological theories (especially those of C. G. Jung), and of mysticism as it is recorded in both East and West.

Stuart B. Martin

PL 501 The Image of the Infinite in the Thought of Meister Eckhart and Nicholas of Cusa

This course will examine the role played by a particular notion of the infinite developed in the writings of Meister Eckhart and Nicholas of Cusa and its contribution to the emergence of modern thought. *Not offered 1995-96*

Elizabeth Briant

PL 503 Ethics in Geometry

Two works of Husserl provide the problematic for this course: an essay entitled, "Origins of Geometry," and the opening chapters of *Crisis of European Sciences*. Having considered Husserl's view of the history of science and of the nature of mathematical knowledge, we will compare ancient and early modern accounts of the nature of geometry, its function as a paradigm of rational inquiry, and its place in what Husserl calls the "life-world." *Not offered 1995-96*

Thomas S. Hibbs

PL 506 Renaissance Philosophy (S: 3)

The period loosely designated as the Renaissance is marked by a new evaluation of the worth and value of the individual and a new attitude towards the world as the locus of man's creative and transforming activity. Themes to be addressed include the dignity and excellence of man, the state as human artifact, the infinitization of the universe, and the emergence of the "new science." Readings will be drawn from Petrarch, Ficino, Pico della Mirandola, Machiavelli, Alberti, Leonardo da Vinci, Giordano Bruno, and Copernicus.

Elizabeth Brient

PL 507 Marx and Nietzsche: Radical Alternatives in Modern Philosophy

Through a reading of Marx and Nietzsche's basic writings, we will examine two of the most innovative programs for philosophy in the nineteenth century. Both considered themselves beyond the tradition from which they came and yet both were shaped by that very tradition. We will be particularly interested in examining their respective notions of critique as well as the way they addressed the relationship between philosophy and life. *Not offered 1995-96*

David M. Rasmussen

PL 509 Modernity on Trial (F: 3)

This course will approach the modernism versus postmodernism debate through a close and critical reading of Hans Blumenberg's *Legitimacy of the Modern Age*, a sweeping and original account of the historical origins of modern notions of progress, secularization, rationalism and human self-assertion. At issue, ultimately, is the meaning of modernity and its construction. We will frame this investigation with short supplementary essays by Gadamer, Habermas, Foucault, and Derrida among others.

Elizabeth Brient

PL 512 The Critique of Modernity: 20th Century Perspectives (S: 3)

Contemporary discussion of a crisis in philosophy involves a questioning of the nature of Enlightenment criticism and of modernity. This course will examine three influential contemporary formulations of the question: the critical assessments and prescriptions of hermeneutics, Critical Theory, and feminist criticism. We will focus on the issues of the nature of enlightenment, rationality, and subjectivity, as well as the function of tradition, authority, and language as (potential) sites for an ethical-political response to the situation of human beings in the natural and social worlds.

Ingrid H. Scheibler

PL 523 The Problem of Measure and the Origins of the Modern Fact/Value Dichotomy

The legitimacy of the modern notion of scientific progress and the ideal of objectivity that it presupposes have been brought into question by reflecting on the loss of values implicit in the reduction of our lived, experientially rich and meaning laden world, to a determined world of bare facts. We will consider the origins of this fact/value dichotomy as it arises in the epochal transition from the late medieval to the modern world, in an attempt to clarify the way in which the modern project of scientific progress depends on a pre-scientific conception of integrity and richness of reality. *Not offered 1995-96*

Elizabeth Brient

PL 529 Philosophy of Action (S: 3)

This course is a study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Oliva Blanchette

PL 532 Issues in Science and Religion

While science and religion have often been seen as separate enterprises in conflict with each other, this course will seek to develop the ways in which they may interrelate and engage with each other.

Not offered 1995-96

Ronald Anderson, S.J.

PL 533 Cultural Diversity: The Terms of the Debate (S: 3)

Prerequisite: Core philosophy

The course will investigate a variety of positions in the contemporary debate over cultural diversity. Issues to be considered include the following: the meaning of culture and tradition, the challenge of relativism, the connection between knowledge and power and the debate over whether morality should be grounded in universal principles or in the practices of particular communities or whether the notion of a ground for morality is itself misleading.

Thomas S. Hibbs

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues related to law, business, and society, i.e., the political, economic and social spheres of human life.

Francis Y. Soo

PL 540 Philosophy of Liberation

This is a discussion of the philosophy of liberation starting from the consciousness of oppression seen as a radically new starting point for education. The issue will be examined first in two of its extreme forms in Latin America (Freire) and in Africa (Fanon), but then will turn to an examination of the situation closer to home in black consciousness (Malcolm X) and in other instances of new demands for liberation chosen according to the experiences of the students participating in the course. *Not offered 1995-96*

Oliva Blanchette

PL 541 Philosophy of Health Science: East and West (S: 3)

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. We will see how the physicians and philosophers of such diverse schools approach philosophical and ethical problems inherent in medical practice.

Pramod Thaker, M.D.

PL 554 Philosophy of Poetry and Music (S: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph F. Flanagan, S.J.

PL 560 Social and Political Crisis in Ancient Greece

While keeping modern parallels in mind, we will study the causes of moral and political corruption

in ancient Athens, which led to its eventual defeat in the Peloponnesian War. *Not offered 1995-96*

John J. Cleary

PL 562 Art and Its Significance

This course will look at the relation between philosophy and art from a number of perspectives. We will consider a range of philosophers' views on the function and value of art and some recent systematic theories that look more closely at the nature of art itself. We will also use the writings and manifestoes of artists themselves to illuminate questions about the interpretation of works of art and their ontological status. *Not offered 1995-96*

Ingrid H. Scheibler

PL 563 The Great Philosophers I

This course will trace two interrelated themes through ancient and mediaeval philosophy: the gradual development of the notion of divine transcendence, and the relation between this divine transcendence and human interests. *Not offered 1995-96*

Arthur R. Madigan, S.J.

PL 564 The Great Philosophers II

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by historians. *Not offered 1995-96*

Ronald K. Tacelli, S.J.

PL 565 Ancient Philosophy: Aesthetics

The road to reality in the tradition of ancient philosophy takes several parallel paths: the intellectual ascent to Truth, the moral ascent to the Good, and the aesthetic ascent to Beauty. This course will wander up the aesthetic path, bringing a peculiar focus to the Greek thematization of reality and the capacity of the human mind to know it. *Not offered 1995-96*

Gary M. Gurtler, S.J.

PL 567 Derrida: Phenomenology to Deconstruction

An examination of key themes from Jacques Derrida's major works: his critique of traditional notions of objectivity and truth, his strategies for unmasking presuppositions, his playful style of textual interpretation. Particular attention will be paid to the impact of Derrida's thought on contemporary literary theory. *Not offered 1995-96*

Richard Cobb-Stevens

PL 584 C.S. Lewis

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. *Not offered 1995-96*

Peter J. Kreeft

PL 593 Philosophy of Science (F: 3)

The intent of this course is to provide an introduction to a number of the main themes of 20th century philosophy of science. Particular attention will be paid to the work of Popper, Lakatos, Hanson and Kuhn, as well as to some of the re-

cent studies of science that stress the roles of cultural, social, gender and political factors in the formation of scientific knowledge.

Ronald Anderson, S.J.

PL 595 Kant's Critique (F: 3)

Prerequisite: Philosophy of the Person or equivalent

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

PL 602 Philosophy of World Religions (F: 3)

This course is a sympathetic, objective but existential comparative exploration of eight of the world's higher religions, beginning with readings from each religion's own scriptures and concluding with interpretation and discussion of ecumenical dialog, especially between East and West.

Peter J. Kreeft

PL 607 Seminar: Socratic Dialectic and Christian Apologetics

This course concerns the following issues: faith and reason, existence, nature and knowability of God; the problem of evil; predestination and free will; soul and immortality; heaven and hell; miracles and resurrection; the identity of Jesus; the Bible as myth versus the Bible as history; relation between religion and morality; the religious experience and comparative religions Eastern and Western. *Not offered 1995-96*

Peter J. Kreeft

PL 613 Heidegger on Truth and Language

The course will look at a selection of Heidegger's writings on truth and language. We will examine the internal coherence of Heidegger's views as well as their implication for philosophy in the wake of metaphysics. The readings will draw on Heidegger's earlier as well as later writings. *Not offered 1995-96*

Ingrid H. Scheibler

PL 624 Pascal and Aquinas: Reason and Religious Belief

We will begin by reading selections from the writings of Descartes and Locke on the nature of reason and on religious belief. We will then turn to Pascal's critique of the incipient rationalism of early modern philosophy, a critique that is integral to his apology for the Christian faith. Having studied Pascal's position, we will turn to an alternative account of reason and faith found in Aquinas. *Not offered 1995-96*

Thomas S. Hibbs

PL 625 (TH 478) The Problem of Self-Knowledge (F: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. The work of Bernard Lonergan will serve as a guide.

Joseph F. Flanagan, S.J.

PL 626 Hannah Arendt: Learning to Love the World

This course is an examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing and judging. *Not offered 1995-96*

James W. Bernauer, S.J.

PL 629 Introduction to Hermeneutics

This course is an examination of the contemporary problem of hermeneutics in light of its historical antecedents. For entry-level M.A. students and advanced undergraduates. *Not offered 1995-96*

William J. Richardson

PL 632 The Later Heidegger

Prerequisite: At least two philosophy courses beyond Core

This course is an introductory reading of representative texts of the later period for beginning M.A. students and advanced undergraduate majors. A serious knowledge of *Being and Time*, such as that gained from The Heidegger Project or its equivalents required. *Not offered 1995-96*

William J. Richardson, S.J.

PL 633 Metaphysics: Selected Texts

This course is a diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Proficiency in Greek will be an asset. *Not offered 1995-96*

Arthur R. Madigan, S.J.

PL 634 The Philosophy of Jurgen Habermas

This is a seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics. *Not offered 1995-96*

David M. Rasmussen

PL 635 William James: Pragmatism

American pragmatism vigorously rejects all closed systems of truth in favor of a dynamic theory of truth-in-the-making, which justifies and encourages free human participation in the completion of an unfinished universe. This emphasis upon action makes pragmatism the most characteristic expression of American life, its civilization and its mind. A reading of selected texts from James should provide an introduction to this radically new account of how the self penetrates and is penetrated by the world. *Not offered 1995-96*

Richard Cobb-Stevens

PL 637 Hegel's Philosophy of Law

This seminar will consider Hegel's philosophy of law from both historical and contemporary perspectives. The seminar will concentrate on a reading of *The Philosophy of Right*. *Not offered 1995-96*

David M. Rasmussen

PL 638 Plato: Selected Dialogues

A study of Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. *Not offered 1995-96*

Arthur R. Madigan, S.J.

PL 640 Evolution of Greek Metaphysics

This course is a consideration of the development of metaphysics from the speculations of the Presocratics to the systems of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues and to Aristotle's *Metaphysics*. *Not offered 1995-96*

Arthur R. Madigan, S.J.

PL 641 Ethics and Psychoanalysis

This course is an examination of the ethical problem as posed by psychoanalysis. *Not offered 1995-96*

William J. Richardson, S.J.

PL 649 Philosophy of Being I

Starting from a deconstruction of the metaphysical tradition, this course will attempt a systematic reconstruction in the philosophy of being. It will begin with a re-opening of the question of being, leading into a discussion of the analogy and the transcendental properties of being as a way into an understanding of the structure of being as it presents itself in experience. *Not offered 1995-96*

Oliva Blanchette

PL 650 Philosophy of Being II

A continuation of Philosophy of Being I with an exploration into finite being as such, the communication of being in the universe, and into the question of a totally transcendent universal cause of being understood as God and Creator. *Not offered 1995-96*

Oliva Blanchette

PL 677 Intermediate Symbolic Logic (F: 3)

The course will compare and assess traditional Aristotelian logic and modern symbolic logic.

Thomas S. Hibbs

PL 691 Kant's Critique of Judgment

This seminar will focus on a reading of Kant's famous "Third Critique." We will also consider contemporary readings of *The Critique of Judgment*. We will also be interested in the impact of this work on contemporary aesthetic theory and its contribution to recent debates on ethics, politics and contemporary democratic theory. *Not offered 1995-96*

David M. Rasmussen

PL 699 History of Modern Science: Newton, Einstein, Freud (S: 3)

An exploration of the main concepts and theories of modern science and their general intellectual impact. Some attention will be paid to the social sciences.

I.B. Cohen

PL 710 Science and Analysis in Aristotle

Aristotle's *Posterior Analytics* set the standards for science in the West for almost 2,000 years. Figures as diverse as Aquinas and Avicenna, Descartes, Galileo and Newton all subscribed to fundamental Aristotelian tenants even as they thought of themselves as radically reforming them. Recent scholarship, however, has called into question the traditional understanding of what Aristotle meant by science. This course will take up those questions in a close, critical examination of Aristotle's *Prior Analytics* and *Posterior Analytics* in relation to specifically scientific works. *Not offered 1995-96*

Patrick H. Byrne

PL 712 Heidegger and Husserl

A close study of Husserl's legacy in the method, the structure, and in several basic concerns of Heidegger's fundamental ontology. *Not offered 1995-96*

Jacques M. Taminiaux

PL 713 Aristotle's Physics and Metaphysics

This class will have as its main goal a complete and careful reading of these two very difficult texts. Are Aristotle's physical and metaphysical conclusions consistent and complementary or do they stand in some sort of tension with one another? Aristotle's works on natural science and psychology will be considered as necessary to

supplement our examination of these texts and questions. *Not offered 1995-96 Eileen C. Sweeney*

PL 716 Aquinas and the *De Unitate Intellectus* (S: 3)

A detailed examination of the *De Unitate Intellectus* in light of the teaching of Latin Averroism on the separate Agent Intellect and the condemnation of that teaching in 1277. *Norman J. Wells*

PL 718 Psychoanalysis and Literature

This course will be a doctoral-level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allen Poe's short detective story, "The Purloined Letter." *Not offered 1995-96 William J. Richardson, S.J.*

PL 719 Aquinas on Law and Virtue (S: 3)

Ethics has become once again a central concern for the understanding of human life. Before "After Virtue" there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of "Virtue and Law" in Part II.1 and on the "Particular Virtues" as elaborated in Part II.2. *Oliva Blanchette*

PL 720 Plato's Theory of Knowledge

Central works in understanding Plato's theory of knowledge are the *Theaetetus* and the *Sophist*. In one, he gives a theory of perception that excludes explicit reference to the Forms and in the other a description of the Forms independent of their relation to sensible objects. This presents the reader with the problem of discerning whether these two complementary dialogues are part of a unified theory, how they relate to other Platonic dialogues and the purpose behind Plato's unusual philosophical method. *Not offered 1995-96 Gary M. Gurtler, S.J.*

PL 721 Philosophy and Tragedy: Hegel to Nietzsche

The course intends to be a close textual analysis and a critical appraisal of two typical and opposite approaches to Greek tragedy; namely, a Hegelian one based on the principle that tragedy already anticipates metaphysics; and a Nietzschean one based on the principle that metaphysics is blind towards the naming of tragedy. *Not offered 1995-96 Jacques M. Taminiaux*

PL 728 Michel Foucault

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action. *Not offered 1995-96 James W. Bernauer, S.J.*

PL 734 Hannah Arendt: Destruction of Metaphysics

This course will discuss the theme of the destruction of metaphysics in Arendt's *The Life of the Mind*. *Not offered 1995-96 Jacques M. Taminiaux*

PL 735 Jurisprudence and Philosophy

We will consider contemporary approaches to philosophy and law with particular emphasis on

Facticity and Validity by Jurgen Habermas. *Not offered 1995-96 David M. Rasmussen*

PL 736 Medieval Thought (S: 3)

An in-depth study of medieval thought, where the problems of God, man, and the cosmos are considered from St. Augustine to Ockham. *Norman J. Wells*

PL 737 Plato's *Sophist* (F: 3)

The *Sophist* is a crucial dialogue for understanding Plato's philosophical project. It deals with the forms and their relation to one another as an answer to the dilemma posed by Presocratic philosophy. Plato's response is to take the characteristics of the one and the many and recombine them. He thus describes being in terms of motion and rest and of sameness and difference. This course will try to relate the *Sophist* to its roots in the Presocratics, especially Parmenides and Heraclitus, and to indicate its influence, especially in Aristotle and Plotinus. *Gary M. Gurtler, S.J.*

PL 740 Gadamer: Philosophical Hermeneutics (F: 3)

Prerequisite: Familiarity with Heidegger

The course aims to introduce Gadamer's thought and to examine what is distinctive about his appropriation of Heideggerian themes. We will focus on Gadamer's major work, *Truth and Method*, looking also at essays from the later collections, *Reason in the Age of Science* (1981) and *The Relevance of the Beautiful* (1986). The course examines Gadamer's concept of understanding in light of questions such as the following: How does Gadamer claim to overcome the opposition between objectivism and relativism? Is hermeneutical philosophy inherently conservative, as critics have maintained? We will conclude by looking at Jurgen Habermas' criticism of Gadamer and the debate that followed. *Ingrid H. Scheibler*

PL 745 Rawls and Habermas (F: 3)

This course will consider the recent writings of John Rawls and Jurgen Habermas. We will be particularly interested in Rawls' reconstruction of *Political Liberalism* and Habermas' critique thereof. *David M. Rasmussen*

PL 749 Plotinus and Augustine

The course will compare the thought of Plotinus and Augustine whose texts mark the transition from ancient to medieval philosophy, from paganism to Christianity. *Not offered 1995-96 Thomas S. Hibbs*

PL 754 Problems in Cartesian Studies

A seminar course devoted to a detailed examination of the objections to the *Meditations* and Descartes responses thereto. *Not offered 1995-96 Norman J. Wells*

PL 758 The Early Works of Levinas

This is a study of the ethical philosophy of Emmanuel Levinas with emphasis on his critique of Heidegger. *Not offered 1995-96 Jacques M. Taminiaux*

PL 761 Hegel's *Phenomenology of Spirit* (F: 3)

This is a textual analysis, with special attention to method, structure, and the social dimensions of spirit. *Oliva Blanchette*

PL 762 Soren Kierkegaard (F: 3)

This course will deal primarily with the early pseudonymous writings of Soren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) the significance of the stages of existence, and (3) the nature of the relationship which Kierkegaard posits between language, self-understanding, and human autonomy. *Vanessa P. Rumble*

PL 768-769 Insight

This is a two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading. *Not offered 1995-96 Patrick H. Byrne*

PL 772 Heidegger: The Principle of Reason

This is a close reading of Heidegger's recently translated lecture course, "The Principle of Reason (1956)," comparing it with his earlier essay, "On the Essence of Ground" (1929), and other cognate texts. *Not offered 1995-96 William J. Richardson, S.J.*

PL 774 Beyond Aristotle's *Physics*

In this graduate seminar, we will reconsider the relationship between Aristotle's *Physics* and his *Metaphysics* with reference to his division of the theoretical sciences (physics, mathematics, and metaphysics). We will consider the medieval tradition of interpretation and compare it with contemporary Aristotelian scholarship, but our primary task will be to come to terms with the texts themselves and their internal relationship. *Not offered 1995-96 John J. Cleary*

PL 775 Studies in Thomistic Psychology

Topics to be considered are the following: the relationship between logic and psychology; sensation and abstraction; the unity of soul and body; the soul's knowledge of itself; the immateriality of the soul. Texts will be taken from Aquinas' commentaries on Aristotle's *Physics* and *De Anima*, and from the *Summa Contra Gentiles*. *Not offered 1995-96 Thomas S. Hibbs*

PL 776 Debates in Hermeneutic Imagination

This course explores how the concept of hermeneutic imagination evolves from the work of Heidegger and Gadamer to the recent work of Paul Ricoeur. It also discusses the critiques of hermeneutic imagination by Derrida and Lyotard, particularly as it relates to the dialectic between ethics and poetics. *Not offered 1995-96 Richard M. Kearney*

PL 777 Descartes and the Cartesian Tradition (F: 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*. *Norman J. Wells*

PL 782 Philosophy of Language (F: 3)

This course will focus on the major strands in twentieth century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, and Paul Ricoeur. *Eileen C. Sweeney*

PL 783 Phenomenology of Desire: Hegel to Levinas

This course examines a number of modern philosophies of desire from Hegel's *Phenomenology of*

Spirit and Kierkegaard's *Banquet* (a parody of Plato's *Symposium*) to more recent accounts of eros in Sartre's *Being and Nothingness*, Ricoeur's *Freud and Philosophy*, and Levinas' *Totality and Infinity*. *Not offered 1995-96* Richard M. Kearney

PL 787 Time in Phenomenology (S: 3)

Time was a central issue for both Husserl and Heidegger. This course will offer a close analysis of Husserl's lectures on time-consciousness and of the chapters on time in *Being and Time* and in *The Basic Problems of Phenomenology*.

Jacques M. Taminiaux

PL 788 Aristotle: Metaphysics and Ethics (S: 3)

The purpose of this course will be to show the interrelation, in method and idea, between the different areas of metaphysics and ethics in Aristotle's philosophy. The similarities that link one area to another can be examined to see if Aristotle's system as a whole is consistent in its own terms and able to defend itself against challenges, especially from Platonic quarters.

Gary M. Gurtler, S. J.

PL 789 The Philosophy of Dread (S: 3)

A series of readings on the subject of dread, melancholia, and anxiety from Kierkegaard and Heidegger to Sartre and Lacan.

Richard M. Kearney

PL 795 Merleau-Ponty on Painting (F: 3)

Merleau-Ponty devoted several essays to painting—from "The Doubt of Cezanne" to "The Eye and the Mind." This course is an attempt to determine the philosophical reason for his interest in painting, and to discuss questions such as: what does painting teach to the phenomenologist of perception? How can painting inspire the activity of thinking? Is there any similarity between the history of painting and the history of philosophical thought?

Jacques M. Taminiaux

PL 796 Seminar: Hegel's Logic

This is a textual analysis of the first part of Hegel's System, starting from the "Logic of Being" and moving into the "Logic of Essence," with special attention given to the method of Hegel's thought. Open only to graduate students. *Not offered 1995-96*

Oliva Blanchette

PL 797 Seminar: Hegel's Logic II

This is a textual analysis of the "Logic of Concept" as the culmination of Hegel's *Logic* leading into the *Philosophy of Nature*. *Not offered 1995-96*

Oliva Blanchette

PL 799 Readings and Research (F: 3-S: 3)

By arrangement

The Department

PL 801 Thesis Seminar (F: 3-S: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

PL 805 The World of the Presocratics

This graduate seminar will attempt to explore the philosophical world of the Presocratic thinkers from Thales to Anaxagoras. The core of the seminar will consist of a detailed examination of the long poem of Parmenides, together with a consideration of the famous paradoxes of Zeno as a codicil to the Parmenidean world-view. *Not offered 1995-96*

John J. Cleary

PL 818 Heidegger on Art

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art." *Not offered 1995-96*

Jacques M. Taminiaux

PL 819 Kant and Hegel on Art

Textual examination of Kant's *Third Critique* and its influence on Hegel's *Philosophy of Art*. *Not offered 1995-96*

Jacques M. Taminiaux

PL 820 Reason and Faith in Hegel, Kierkegaard, Blondel

Starting from an examination of how infinity presents itself in each of these authors, the seminar will study how each proceeds in philosophy of religion and in the question of the relation between reason and faith. *Not offered 1995-96*

Oliva Blanchette

PL 824 Arendt and Heidegger

This is a close study of *The Human Condition* and *The Life of the Mind* with emphasis on Arendt's critique on Heidegger. *Not offered 1995-96*

Jacques M. Taminiaux

PL 828 Deconstruction and Critical Theory: Habermas/Derrida

This course will evaluate the similarities and differences between critical theory and deconstruction by comparing the work of Jurgen Habermas and Jacques Derrida. Emphasis will be placed on their respective orientations to modern philosophy. *Not offered 1995-96*

David M. Rasmussen

PL 832 Philosophy and Theology in Aquinas

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of revelation manifest. Special attention will be given to methodological discussions at the beginning of the various parts of the *Summa Theologiae* and the *Summa Contra Gentiles*, as well as to the order of both theology and philosophy as he understood them. *Not offered 1995-96*

Oliva Blanchette

PL 834 Lonergan's Economics

This course will concentrate on the study of Lonergan's economics manuscript on circulation analysis and situate the good of order as economic within the overall framework of the human good. *Not offered 1995-96*

Patrick H. Byrne

Frederick G. Lawrence

PL 838 Hegel, Nietzsche, Heidegger on Greek Tragic Art (S: 3)

In explicating Hegel's *Phenomenology* on Sophocles's *Antigone*, Nietzsche's *Birth of Tragedy*, and Heidegger's "Origin of the Artwork," the course will pursue the appropriation in German philosophy of the tragic theme of the agon or contest of opponents and their ultimate reconciliation. We will use the shifts in this appropriation to trace the collapse of systematic thought and the consequent recovery of a hermeneutics of human finitude.

P. Christopher Smith

PL 839 Psychoanalysis and the Question of Women (F: 3)

A reexamination of classic psychoanalytic texts concerning the question of female sexuality followed by a review of recent feminist literature attempting to rethink these categories.

William J. Richardson, S. J.

Robin Lydenberg

PL 841 The Structure of Finite Being

This is a detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined. *Not offered 1995-96*

Norman J. Wells

PL 855 Seminar: Heidegger I (F: 3)

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

PL 856 Seminar: Heidegger II (S: 3)

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 868 Kant's Ethics

Prerequisites: Solid knowledge of Kant, *Critique of Pure Reason*

This is an examination of Kant's ethical system with a focus on the capacity to deal with radical evil. *Not offered 1995-96*

William J. Richardson, S. J.

PL 871 Summa Theologica of St. Thomas Aquinas (F: 3)

This is an intensive rather than an extensive, "Great Books" style exploration of the *Summa Theologica*. Previous acquaintance with Greek philosophy and with the basics of traditional Aristotelian logic is useful but not prerequisite, since opportunities for summary and review of these two foundation of Aquinas' conceptual skeleton will be made available to students who need it.

Peter J. Kreeft

PL 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PL 900 Husserl's Logical Investigations (F: 3)

This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence.

Richard Cobb-Stevens

PL 901 Husserl's Later Works (S: 3)

This course is designed as a continuation of the fall semester course in Husserl's *Logical Investigations*. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology*, and *Formal and Transcendental Logic*.

Richard Cobb-Stevens

PL 990 Teaching Seminar (F: 0-S: 3)

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Richard Cobb-Stevens

PHYSICS

FACULTY

George J. Goldsmith, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

Frederick E. White, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

Solomon L. Schwebel, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

Francis A. Liuima, S.J., *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

Robert L. Carovillano, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

Joseph H. Chen, *Professor*; B.S., Saint Procopius College; Ph.D., University of Notre Dame

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

David A. Broido, *Associate Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Michael J. Graf, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Associate Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Rein A. Uritam, *Associate Professor*; Chairperson of the Department; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Pradip M. Bakshi, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Research Professor*; D.Sc., Israel Institute of Technology



PROGRAM DESCRIPTION

The Department offers comprehensive programs of study and research leading to the degrees of Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students who are intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but they are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and usually shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Generally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741 and PH 707–708. The qualifying examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same courses and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses PH 722, PH 733, and PH 742 are required.

M.S.T. Degree

The M.S.T. Degree is offered in cooperation with the Graduate School of Education. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy the requirements of the Graduate School of Education, whose listings should be consulted for information.

Doctoral Program

A student generally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the Chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of this major field selection and the Chairperson shall appoint, with the approval of the Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are the following: PH 722, PH 733, PH 742 and four additional courses in distinct areas chosen from the graduate electives of the Department or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are very strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, usually offered each September. This examination, in principle, covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and the examination is evaluated by this committee, with approval of the entire graduate faculty of the Department.

Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and it covers topics agreed to by the student and his/her Doctoral Committee as appropriate to prepare the student for research work in his/her area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a *doctoral candidate*.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline

of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

GENERAL INFORMATION

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A variety of theoretical studies are conducted within the Department in areas such as space physics, plasma physics, and astrophysics, atmospheric physics, elementary particles, and current algebras, solid state and mathematical physics.

Experimental programs are mainly in solid state and space physics. Research in solid state physics includes the following: superconductivity, heavy fermion systems, low-temperature physics, strong magnetic fields, crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Space research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The Department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics, atmospheric physics, and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

COURSE OFFERINGS

With approval, courses numbered in the 600s may be elected by graduate students for credit.

Graduate Courses

PH 700 Physics Colloquium (F, S: no credit)

This is a weekly discussion of current topics in physics. No academic credit. No fee.

PH 707-708 Physics Graduate Seminar I, II (F: 1-S: 1)

A discussion of topics in physics from the current literature.

David Broido

PH 711 Classical Mechanics (F: 4)

Considered are the following: Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Pradip M. Bakshi

PH 721 Statistical Physics I (S: 3)

This course considers the classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

The Department

PH 722 Statistical Physics II (F: 3)

This is a survey of the fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.

Gabor Kalman

PH 732 Electromagnetic Theory I (S: 4)

Considered are the following: physical bases for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Baldassare DiBartolo

PH 733 Electromagnetic Theory II

This course surveys radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field and selected applications. *Not offered 1995-96*

PH 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators and metals. Coherent and incoherent light sources; photoemissive, photoconductive, and photovoltaic transducers; analog-to-digital and digital-to-analog converters; microcomputer interfaces; electrometers; lock-in detectors; spectrometers; cryostats; and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

George Goldsmith

PH 741 Quantum Mechanics I (F: 4)

Considered are the following: fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Baldassare DiBartolo

PH 742 Quantum Mechanics II (S: 4)

Considered are the following: interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.

Pradip M. Bakshi

PH 761 Solid State Physics I

Considered are the following: crystal structure and bonding; diffraction and the reciprocal lattice; thermal properties and lattice vibrations; the free-electron model; energy bands in solids; semiconductor theory and devices. *Not offered 1995-96*

PH 771 Plasma and Space Physics

This course examines comprehensively the plasma state of matter, with an emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas. *Not offered 1995-96*

PH 799 Readings and Research in Physics (F, S: credits by arrangement)

By arrangement.

The Department

PH 801 Physics Thesis Research (F: 3-S: 3)

A research problem of an original and investigative nature.

The Department

PH 835 Mathematical Physics (F: 3)

This course considers the following: matrix algebra, linear vector spaces; orthogonal functions and expansions; boundary value problems; introduction to Green's functions.

Pradip M. Bakshi

PH 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PH 910 Seminar: Topics in Physics (S: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

The Department

PH 934 Electromagnetic Theory III

This course is a continuation and extension of classical electromagnetism to the quantum theory of light. Topics include Planck's theory of radiation; Einstein's A and B coefficients; Kramers-Kronig relations; statistical and coherence properties of light; quantization of the radiation field; the optics of photons; and the theory of the laser. *Not offered 1995-96*

PH 950 Group Theory

Considered are the following: basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory. *Not offered 1995-96*

PH 970 Quantum Mechanics III (F: 3)

This course surveys formal theory of scattering of Dirac particles; quantum electrodynamics; S-

matrix theory; generalized symmetry principles and conservation laws. *Rein A. Uritam*

PH 975 Many Body Physics

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods; noninteracting and interacting Fermi and Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods. *Not offered 1995-96*

PH 980 Elementary Particle Physics

Considered are the following: properties and systematics of elementary particles; scattering; decays; resonances; symmetry principles; classifica-

tion schemes; theory of strong, weak and electromagnetic interactions; field theory and recent developments are included. *Not offered 1995-96*

PH 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience. *Not offered 1995-96*

PH 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. *The Department*

PH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

POLITICAL SCIENCE

FACULTY

Peter S. H. Tang, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

David Lowenthal, *Professor*; A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Kay L. Schlozman, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

William Schneider, *O'Neill Professor*; B.A., Brandeis College; Ph.D., Harvard University

Robert Scigliano, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Donald S. Carlisle, *Associate Professor*; A.B., Brown University; Ph.D., Harvard University

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Dennis Hale, *Associate Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., City University

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Robert S. Ross, *Associate Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Susan M. Shell, *Associate Professor*; B.A., Cornell University; Ph.D., Harvard University

John T. Tierney, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

Kenji Hayao, *Assistant Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

Duane Oldfield, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., University of California

Jennie Purnell, *Assistant Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology



PROGRAM DESCRIPTION

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The Master's program requires ten courses with at least one course taken in three of the Department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses or for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

The program entails sixteen courses (three or four a semester) about half of which, taken in a single field, constitute minors. Study done in another department may be counted toward the major, or may be substituted for one of the minors. Special fields of a student's devising may be offered in place of regular fields when appropriate. Students

must also demonstrate reading proficiency in one foreign language, modern or ancient.

Admissions

All applications must be completed by February 15.

Financial Aid

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend, which is partly a fellowship and partly a research or teaching assistantship. It also has a Thomas P. O'Neill Fellowship for an entering doctoral student interested in American Politics.

COURSE OFFERINGS

Graduate Seminars

PO 702 Field Seminar (F: 3)

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory American government course, but its intellectual agenda is different, focusing on prominent scholarly debates, lines of inquiry, and perspectives. It is taught by all of the department's American government faculty; each of whom takes a two-week segment of the course for his or her specialty. Among the topics considered are the founding, the judiciary, the Constitution and the courts, current Constitutional issues, American political thought (20th century), Federalism, Congress, the bureaucracy, the presidency, public policy, changing party alignments, organized interests, party organization and elections and social movements. *Kay L. Schlozman*

PO 704 Views of the Modern Presidency (S: 3)

This course looks at the most important recent efforts to understand the nature of the modern chief executive. *Marc Landy*

PO 709 American Judiciary (F: 3)

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject. *Robert Scigliano*

PO 905 Machiavelli's Critique of Classical Political Philosophy (S: 3)

A consideration of the *Discourses on Livy*.

Christopher J. Bruell
Robert K. Faulkner

PO 922 Plato's Republic (F: 3)

Christopher J. Bruell

PO 937 Rousseau's Emile (F: 3)

A careful reading of Rousseau's *Emile* with special attention to such themes as the conflict between virtue and happiness, and the proper ordering of the relations between men and women.

Susan Shell

PO 940 Hobbes' Leviathan (S: 3)

This classic work will be read from cover to cover and assessed.

David Lowenthal

PO 943 Biology and Politics (S: 3)

An examination of the political import of various understandings of life that have informed the philosophic tradition. Topics may range from the ancient conception of man as *bion politikon* to modern theories of feminism.

Susan Shell

Graduate-Undergraduate Seminars**PO 358 Seminar: The American Voter (F: 3)**

Topics for 1995-96 will be public opinion, the press and the presidential selection process.

William Schneider

PO 465 Seminar: Modern Mexican Politics (S: 3)

Mexico is in the midst of a very complex and conflictual process of political reform, which may result in the development of a more democratic political system. The seminar explores the dynamics of this process, focusing on the roles played by different factions within the ruling party, opposition parties across the political spectrum, and a wide range of social movements. It then turns to the relationship between national political institutions and village politics, exploring the ways in which issues and conflicts resolved at the national level, particularly those related to land, continue to play an important role in local politics.

Jennie Purnell

PO 466 Seminar: Religion in Western European Politics (S: 3)

This seminar will compare the political behavior of members of different religious traditions in Western Europe. Among Christians the political behavior of Roman Catholics, Lutherans, Calvinists, Anglicans, and Protestant nonconformists, and among non-Christians of Jews and Moslems, will be studied. The possible impact(s) of secularization will be addressed.

Marvin Rintala

PO 467 Seminar: The Balkans In Our Times (F: 3)

This course explores the Balkans' turbulent history and present politics among and within the States into which it is divided. The era of Communist rule, the collapse of Yugoslavia, and the Bosnian crisis will be analyzed. Special attention will be devoted to the transformations underway in Bulgaria and neighboring States. The past and present role of Turkey in the region will also be addressed.

Donald S. Carlisle

PO 556 Seminar: International Peace and War in the 1990s (S: 3)

This seminar surveys some of the classic work on the relationship between politics and war, highlighting insights of continuing relevance in the twentieth century. The core units focus on the causes of conflict and paths to reducing the number and intensity of international wars. Selected case studies include World War I, Vietnam, the Middle East in 1967 and 1973, Afghanistan, 1980-1989; Iran-Iraq, 1981-1988; and the Iraq-U.S./Coalition War of 1991. The conclusion addresses the creation of conditions and institutions for peace and conflict management in the 1990s.

David A. Deese

PO 557 Seminar: The Nature of Order in World Politics (F: 3)

Reviews the basic nature of war, the use of force, coercive diplomacy and power at the international level. It then focuses on the sources of order that underlie politics among nations. The final unit asks how the end of the Cold War and new global forces are likely to affect order and change in the 1990s. The seminar emphasizes classic work in the field, primary materials, and individual research projects.

David A. Deese

PO 563 Seminar: Chinese Foreign Policy (S: 3)

This course is a comprehensive analysis of the People's Republic of China's foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy towards the superpowers and towards its Asian neighbors. The course also covers the instruments of Chinese foreign policy, including use of force and economic diplomacy.

Robert S. Ross

PO 673 Seminar: Aristotle's Ethics (S: 3)

An effort will be made to discover Aristotle's full answer to the question of what is the best way to live.

David Lowenthal

PO 675 Seminar: de Tocqueville on the Democratic Revolution (F: 3)

A close consideration of de Tocqueville's *The Old Regime and Democracy in America*.

Robert K. Faulkner

Undergraduate Courses Open to Graduate Students**American Politics****PO 302 American National Government (S: 3)**

This is a survey of American national government and politics. Among the topics treated are the following: the constitutional founding, Congress, the Presidency, the Supreme Court, politics parties and elections, civil liberties and equality.

Robert Scigliano

PO 303 The Modern Presidency (F: 3)

This course is an investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. *Note:* Not open to students who have taken PO 317.

Marc Landy

PO 306 Parties and Elections in America (S: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the

role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in instructing political conflict and the role of elections in enhancing citizen control of political leaders.

Kay L. Schlozman

PO 307 Environmental Law (S: 3)

This course is designed to introduce students to the intricacies and structure of legal mechanisms and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system—from common law litigation and constitutional claims to cutting-edge issues of complex government agency regulations and the creation and enforcement of international legal norms. The course is offered by two-person teams from the law school, under the supervision of Law school Professor Zygmunt Plater.

Zygmunt Plater

PO 308 Public Administration (S: 3)

This course will be devoted to the examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are the following: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; public unionism. Among the questions considered are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 Congressional Politics and Policy Making (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include the following: the historical evolution of the Congress and its principal institutional changes; the political environment in which members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests); the institutional structures and organizational patterns that shape the legislative process (leadership, parties, committees, staff, floor procedures, and norms). The course also examines the roles of ideology and public philosophy in shaping the institution and the policy decisions it produces.

John Tierney

PO 310 Politics and the Administration of Justice (S: 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) that affect the viability of those rights.

David R. Manwaring

PO 312 Women in Politics (F: 3)

In this course we probe the role of women in American politics and the efforts that have been

made in the past—and are being made today—on behalf of the collective political interests of women. Drawing on material from various disciplines in order to understand the shared experiences that might seem to give American women joint politically relevant interests, we investigate the different, and often contradictory, ways in which feminist and New Right women define what is in their best interests as women and analyze the processes by which they organize to act in concert in pursuit of public policies that serve those interests.

Kay L. Schlozman

PO 317 The American Presidency (S: 3)

An examination of the American Presidency in the views and actions of major Presidents, in electoral politics, and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken PO 303.

Robert Scigliano

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

David R. Manwaring

PO 328 Debates on Civil Liberties (F: 3)

Live debates between a somewhat liberal and a somewhat conservative professor, covering such issues as the rights of revolutionary groups, obscenity, and church-state relations. Many Supreme Court cases will be carefully examined.

David Manwaring

David Lowenthal

PO 329 American Political Ideas and Institutions (F: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 342 Public Policy-Making in the U.S. (S: 3)

The course examines public policy-making in the United States, particularly at the federal level. The course provides an in-depth look at the national policy-making process from agenda-setting through implementation. In addition to understanding the policy-making process as one of conflict and cooperation among different institutions, political actors, and interests, the course also tries to explain policy-making as a struggle over values, symbols, and interpretations. A broad mix of policy areas will come under our purview. (Not open to students who have taken PO 340.)

John Tierney

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include the following: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, prop-

erty); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.)

David R. Manwaring

PO 349 Politics and the Media (F: 3)

This course is an analysis of the mass media's impact on the workings of the American political system. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, and its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

Comparative Politics

PO 405 Politics in Western Europe I (F: 3)

This course introduces a comparison of national-level politics in Western Europe by comparing politics in Britain and France (including the Third, Fourth, and Fifth Republics). Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 406 Politics in Western Europe II (S: 3)

This course introduces comparison of national-level politics in Western Europe by comparing politics in Germany (including the Imperial, Weimar, National Socialist, and present German political systems), Sweden, and Switzerland. Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 409 Soviet Politics: From Lenin to Yeltsin (F: 3)

This course analyzes the Soviet political system from its 1917 origin through its 1991 collapse. Leninism and Stalinism will be analyzed. The Khrushchev and Brezhnev periods will be examined. Gorbachev's and Yeltsin's roles in the demise of the USSR will be studied in detail. Finally, post Soviet politics and the Yeltsin years will be explored.

Donald S. Carlisle

PO 416 Introduction to Chinese Politics (F: 3)

This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy.

Robert S. Ross

PO 417 Government and Politics of Japan (F: 3)

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan, as well as, for political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

Kenji Hayao

PO 423 From Empires to Nations (S: 3)

This course includes analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises,

will be treated. The modern continental empires such as the Austro-Hungarian and Russian will be discussed. Also examined will be the British and French overseas imperial experiences. Finally, contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Donald Carlisle

PO 435 Politics and the Movies: Heroes and Heroism (S: 3)

This course examines the portrayal of heroes, heroines, and heroism in the movies. The class will view films that depict model characters and perennial problems that are political in nature or closely related to politics. Historically based films, including the so-called Epics, will be analyzed in terms of these themes as well as for their treatment of ethical dilemmas and recurring philosophical questions. Required readings will supplement the movies in order to provide perspective on the context, events, and individuals presented in the films.

Donald S. Carlisle

PO 437 Political Change in the Third World (F: 3)

This course is an introduction to the very diverse political systems of the Third World. Drawing on case studies from Latin America, Africa, the Middle East, and Asia, the course will focus on the dynamics of democratization, including an examination of the political institutions that hinder or facilitate the consolidation of more democratic political systems; the role of religion, ethnicity, and gender in political change; and the impact of political and economic changes at the global level on new and often fragile democracies in the Third World. Not open to students who have taken PO 444.

Jennie Purnell

PO 438 (HS 272) Introduction to Russian, Soviet, and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. Not open to those who have taken PO 080.

Donald S. Carlisle

Raymond T. McNally

PO 439 Leadership in Europe (F: 3)

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Marvin Rintala

PO 445 Power and Personality (S: 3)

This course examines both the significance of personality in seeking, obtaining, exercising, and losing power and the significance of seeking, obtaining, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypoth-

eses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, Margaret Thatcher, and Adolf Hitler.

Marvin Rintala

International Politics

PO 500 Introduction to International Studies (S: 3)

Designed specifically and only for sophomores with no prior course work in international studies. Introduces major substantive areas, cultural, historical, political, and economic, of international studies with texts and primary materials from several disciplines. Focuses also on the fundamental issues of population and food, third world nations' development priorities, including the role of women, economic restructuring and political liberalization, and emerging sources of conflict.

David A. Deese

PO 501 International Politics (F: 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 504 International Politics of Europe (F: 3)

This course is an analysis of the main currents of international relations among European nations, focusing particularly on the rise of Europe as a major international actor and the problems of building a new European community following the demise of the Soviet Union.

Donald L. Hafner

PO 507 The International Political System (S: 3)

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. Not open to students who have taken PO 501.

Robert Ross

PO 514 Great and Local Powers in East Asia (F: 3)

Introduction to international relations of East Asia since World War II, with a focus on the diplomacy of Japan, China, and other powers and the emergence and resolution of regional conflicts, including the Korean and Vietnam wars.

Robert S. Ross

PO 520 (EC 396) (RL 300) The European Experience (Summer: 3)

Summer Study Program in Louvain, Belgium

This interdisciplinary course is taught by Professors David Deese, Political Science, Jeffrey Howe, Fine Arts, Frank Murphy, History, Robert Murphy, Economics, and a wide range of officials from the European Community and professors from the University of Louvain. The thematic focus is the European Community's single internal market. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20-minute train ride north-east of Brussels, Belgium.

Course units include historical and cultural roots of the European Community; the economics of integration; the political roots and motiva-

tions of the Community; the institutions and legal process; and selected art and architecture of Belgium and Europe.

David A. Deese

PO 525 Introduction to International Political Economy (F: 3)

Reviews the development of institutions and processes in the twentieth century. Focuses on international trade, money, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

Political Theory

PO 606 Foundations of Modern Political Philosophy (F: 3)

An introductory consideration of a few seminal views. The course will glance at the post-modernist critique of modern life by Foucault and Heidegger and then reconsider the stages in the development of modern thought articulated by Nietzsche, Kant, and Machiavelli.

Robert K. Faulkner

PO 614 Rousseau (F: 3)

An introduction to Rousseau's thought with special attention to *Emile*, Rousseau's novel on education.

Susan Shell

PO 627 Shakespeare's Political Wisdom I (F: 3)

A study of Shakespeare's Roman plays *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*, and *Titus Andronicus*—dealing with the rise and fall of the republic, the origin of Christianity within the empire, and, finally, the utter collapse of Roman civilization.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

A study of Shakespeare's English history plays, centering on that mirror of all Christian kings, Henry V. The two parts of *Henry IV* and the three parts of *Henry VI* will also be read.

David Lowenthal

PO 631 Ethics and Politics (F: 3)

What is good and what good is it in politics. A consideration of the shape and possibility of a just political order and of whether it can adequately encompass what is good. Readings and discussion will touch contemporary proposals and discuss a very few major alternatives selected from novelists, playwrights, and philosophers such as Nathaniel Hawthorne, Edward Bellamy, Francis Bacon, Swift, Shakespeare, Aristotle, Plato, Locke, Nietzsche, and Mill.

Robert K. Faulkner

PO 641 Models of Political Phenomena (S: 3)

This course provides an introduction to thinking analytically about human behavior by exposing students to various styles of constructing and testing models of political phenomena. It looks at a number of the intellectual tools that have been used to represent political and social processes. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

Special Graduate Courses

PO 799 Reading and Research (F, S: 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient. *By arrangement.*

The Department

PO 801 Thesis Seminar (F, S: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

The Department

PO 888 Interim Study

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PO 998 Doctoral Comprehensive

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PO 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

The Department

PSYCHOLOGY

FACULTY

Marc A. Fried, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Peter Gray, *Professor*; A.B., Columbia University; Ph.D., Rockefeller University

Marianne LaFrance, *Professor*; A.B., University of Windsor; A.M., Ph.D., Boston University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

William Ryan, *Professor*; A.B., Ph.D., Boston University

Ellen Winner, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University

Daniel J. Baer, *Associate Professor*; A.B., LaSalle College; A.M., Ph.D., Fordham University

Norman H. Berkowitz, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Hiram H. Brownell, *Associate Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; B.S.C., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

M. Jeanne Sholl, *Associate Professor*; Chairperson of the Department; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

John Mitchell, *Assistant Professor*; B.A., M.A., Queens University, Canada; Ph.D., Concordia University, Canada

Nadim Rouhana, *Assistant Professor*; B.A., University of Haifa; M.A., University of Western Australia; Ph.D., Wayne State University

Kavitha Srinivas, *Assistant Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University

PROGRAM DESCRIPTION

The Ph.D. Program at Boston College offers training in five areas: **Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, and Social Psychology.** The program provides an intellectual environment that allows students to pursue their educational and research objectives working in close association with members of the faculty. In part, this is accomplished by maintaining a very low ratio of students to faculty. The number of students admitted each year is kept small enough to yield a student to faculty ratio of about 1 to 1.

The program adapts an ecological perspective to the study of psychology. Students are admitted whose interests fall within or bridge one or more of the five main concentrations of the Program. In addition, students must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program accepts both students who wish to pursue academic careers and those who seek employment in nonacademic settings. Recent graduates are working in academic settings, human services, industry, and governmental agencies.

Ecological Perspective

While the faculty and students in the Program are involved in a wide range of individual research pursuits, they share a commitment to an "ecological perspective," which cuts across the various research specialties. What this means is that the members of the Program place more than the usual emphasis on the real-life contexts of the issues and processes that they study. This ecological perspective counters the frequent tendency for research to be responsive simply to the literature itself rather than to fundamental questions and needs. In planning and carrying out research on any psychological process, no matter how narrowly or broadly defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates. It is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which behavior and experience take place, and conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

One concrete manifestation of the Program's ecological perspective is the incorporation of field placements in a student's program of study. In such placements, students make use of real-world environments to learn about aspects of behavior relevant to their research interests. In addition to the role that field placements play in basic research, experience has shown that such placements can provide a special advantage for those students who seek to secure employment in non-academic settings upon completion of the Program.

Five Concentrations

The research specialties of the faculty and students in the Program fall into five broad concentrations. Some faculty and students have interests that span concentrations. The division into the five concentrations provides a formal basis for groups of students and faculty working on related problems to meet frequently to help educate one another.

Concentration in Biopsychology. Faculty and students in the Biopsychology Concentration study the neural basis of behavior. One aspect of this research involves defining neural circuits underlying behavior in terms of their connectivity, neurochemical makeup, and functional role. Complementary interests deal with the effects of experience and endocrine factors on the neural substrates of behavior. Areas of study include neural and endocrine regulation of parental behavior in rodents; neural and endocrine regulation of sexual behavior in rodents; brain dopamine systems and behavioral activation; and the interactions between stress, adrenal hormones, hippocampal function, and memory. A wide range of techniques is used to analyze these problems, including: immunocytochemistry; neural tract-tracing; electrophysiology; computerized image analysis of brain systems; electrochemical detection of neurotransmitter release in the brains of behaving animals; *in vitro* study of primary cultures of dispersed neurons.

Concentration in Cognition and Perception. Faculty and students in the Cognition and Perception Concentration are studying mental processes and structures, their breakdown, and their application to a variety of common human settings and problems. Areas of study include spatial representation; relations among the perceptual systems; sensory substitution in the visually handicapped; imagery; memory; classification; attentional changes in aging and as a result of Alzheimer's disease as measured by EEG, EOG, heart rate, and muscle potentials; psychophysiology of stress; and the breakdown of language and communication skills and inferential abilities under conditions of brain damage.

Concentration in Cultural Psychology. Faculty and students in the Cultural Concentration are studying the sociocultural foundations of mental processes and behavior, at both the individual and group levels. Areas of study include cross-cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; social-psychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.



Concentration in Developmental Psychology. Faculty and students in the Developmental Concentration are studying social, emotional, and cognitive development, and developmental processes as they are affected by the familial and sociocultural context. Areas of study include attachment in normal and atypical populations; the emergence of self-knowledge and self-esteem; the role of the culture in skill development; the influence of care giving on sibling and peer relationships; the role of play in the development of interests and cognitive abilities; individual learning styles in a variety of educational settings; the development of artistic abilities in normal and gifted populations; and the acquisition of a theory of mind and the relationship between theory of mind and communication skills. Children from both western and non-western communities are studied.

Concentration in Social Psychology. Faculty and students in the Social Concentration are exploring social psychological processes at several levels, ranging from the individual and interpersonal to the group, intergroup, and organizational levels. Areas of investigation include the study of how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self-schemas and self-esteem. Research strategies encompass the gamut of experimental and field methodologies.

Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. Because of the Program's emphasis on tutorial relations to the faculty, a principal criterion for admission is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor. After initial consultation with the advisor, two other faculty members are added to form the student's advisory committee. The committee designs a specific program of studies, including course work within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research. While the content of each student's work is different, there are certain elements common to the work of all students in the Program, as described in the following paragraphs.

Courses and research workshops. It is normally expected that students take the following three courses during their first year in the Program: (1) a two-semester research methods and statistics course dealing with both experimental and non-experimental methodology and data analysis; (2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective; and (3) a seminar in the student's area of concentration. Students may take any number of other courses, selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. Students' educational needs will

carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University is quite common.

Each year, students participate in a research workshop, consisting of a small number of faculty and students who have shared or overlapping research interests. These workshops are coordinated by the faculty and advanced graduate students in the Program, and they are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings. Grading of work in the Proseminar and the Research Workshops is on a Pass/Fail basis.

Fieldwork. Students are encouraged to confront the processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, students typically spend some time in settings that would provide them with an alternative view of the processes that they are studying. Depending on a student's particular needs and prior experience, fieldwork can involve work in other laboratories, or participant-observation in an organization or institution (e.g., school, hospital, court, government agency, organization for the perceptually handicapped, or a special applied research apprenticeship), or a formal internship in a human services agency. The faculty will help find field placements appropriate to each student's needs and wishes.

Independent research and dissertation. The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research and to communicate and defend that research in a clear and concise manner. It is the dissertation research that provides the culmination of graduate education. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but also to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Students should have some idea of the kind of research they wish to conduct when they first apply to the Program. During their first year they become actively engaged in research within their general field of interest. After demonstrating research competency by the end of their second year, students then move on to develop a dissertation proposal. The final stage of this process, expected to occur in the fourth year, is an oral defense of the dissertation before the Department.

Assessment of academic progress. For the first two years, evaluation focuses on the student's progress in demonstrating competency in research and in three substantive areas. During the first year, students must demonstrate competency in one of five general areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, or Social Psychology. Competency in the general area is demonstrated at the end of the first year by a written exam. Students prepare for the exam by reading from the list of readings in their area of concentration, and typically, by taking a seminar in their area.

Before the end of the first year, the student and advisory committee define a focus area centering on the student's research interests and an area adjacent, but related to the student's focal interest, which falls outside the general area studied in the first year. The student and committee design a program of study for the demonstration of competency in the focus and adjacent areas to be completed the second year. This proposal will include the form(s) of evaluation and a time frame for completion. On occasion and with approval of the advisory committee, a student may petition the program for permission to complete the adjacent or focused competency during the first year. In the second year, the student is also expected to demonstrate competency in all phases of the research process—from conceptualization and design through implementation, analysis, and written presentation.

At the end of the first year, the student's progress is evaluated on the basis of the general competency exam, papers, presentations, course work, research activities, and research assistantships, as well as other scholarly work done the first year. In each succeeding year, the student's progress toward completion of the Program is similarly reviewed. At the end of the second year, when the student has completed work in each competency area, a more thorough evaluation takes place and a decision is made as to whether or not to accept that student into formal doctoral candidacy. All evaluations are conducted by the Graduate Evaluation Committee working in conjunction with the student's advisory committee.

Kind of Student Sought. As indicated earlier, the Department seeks students whose interests are compatible with those of one or more faculty members. Thus, the program is ideally suited for students who have already developed research interests in a particular area of psychology. The emphasis on real-world application and fieldwork, along with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings. While most candidates will have majored in psychology as undergraduates, students who have majored in other fields are also invited to apply. The Program actively seeks out applications from minority students.

Financial Support

Students admitted to the Program are eligible for an annual stipend plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of a research assistantship the first year, a teaching assistantship the second, and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected to be consistent with a student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work.

Application to the Program

To apply for the Ph.D. Program you should submit the following items in addition to the general application to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- Application form A1, with application fee.
- Application Form 2.

- Abstract of courses.
- Official college transcripts.
- At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- Scores from the Graduate Record Examinations and the Miller Analogy Tests.
- A short (two to three pages, maximum) statement of your interests as they relate to the Ph.D. Program. This statement should include your reasons for undertaking graduate education, and give some indication of the psychological processes or issues that you are most interested in studying.

Note: Applications are accepted for fall-term admission, only. The deadline for application is February 1.

COURSE OFFERINGS

Doctoral Program

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized that assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 608 Multivariate Statistics (S: 3)

Prerequisite: An introductory course in statistics

This course provides a conceptual and practical introduction to multivariate statistics. Algebraic demonstrations are used to illustrate the inner workings of procedures, but otherwise the course content is not very mathematical, *i.e.*, there are no discussions based on matrix algebra or calculus. The major focus is on multiple correlation and regression. Other procedures, which are covered in less detail as time permits, include principal components and factor analysis, clustering analysis, and multidimensional scaling. Analyses performed using statistical packages are discussed in detail. Also addressed are general research issues such as research design, the logic of hypothesis testing, and the role of statistics in psychology as a discipline.

Hiram Brownell

PS 615 Advanced Seminar: Social and Emotional Development (S: 3)

Prerequisite: Developmental Psychology

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers, fathers, siblings, peers and schools in the developmental process.

Karen Rosen

PS 621 History and Theories of Psychology (F: 3)

Prerequisite: Consent of instructor

Survey of the philosophical roots and development of psychological thought from the Greco-Roman and Medieval periods to the present. It includes the emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. An overview of current theoretical developments and controversies in psychology.

Ali Banuazizi

PS 645 Cultural Context of Child Development (S: 3)

Prerequisite: Developmental Psychology

The course examines the developing child from a cultural perspective. Topics related to the role sociocultural features play in arranging the daily lives of children, and how children appropriate the skills and competencies needed to be functioning members of their community will be examined. The perspective guiding the selection of reading materials is that knowledge emerges by active participation in day-to-day routines of the community. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, psycholinguistics, everyday cognition, and education and the transmission of knowledge. PS 145 is strongly recommended.

Gilda A. Morelli

PS 652 The Physiological Basis of Memory (F: 3)

Prerequisite: PS 150 or PS 273; PS 144 is recommended

Memory results from lasting changes in synaptic connections generated by the pattern of neuronal activity at the time that the memory was formed. The modifications that accompany memory formation may be as subtle as an altered ionic conductance or as conspicuous as the formation of new synapses. This course will present a discussion of how memory is encoded, stored and retrieved at several levels of biological complexity: the integrative functions of neural networks or systems, changes at the cellular level, and intracellular events that regulate and modify neuronal activity. Topics given particular emphases include the work of Kandel and Alkon on organisms with simple nervous systems, electrophysiological models of memory, and recent neural-network models of memory.

John B. Mitchell

PS 656 Social Psychology of Conflict (S: 3)

Prerequisite: Graduate students: None
Undergraduates: Consent of instructor

Social psychological theories of the origins, development, intensification, and resolution of conflict at the personal, interpersonal, and inter-group levels will be examined. Concepts of social identity, life space, group membership potency, group boundaries, attribution, and cognitive schema will be employed extensively in these

analyses. Potential effects of conflict at one level on the manifestation of conflict at other levels will be explored. Applications to current interpersonal, organizational, and societal conflicts will be encouraged. The course will employ both lectures by the instructor and student presentations to the class on selected topics.

Norman Berkowitz

PS 662 Health Psychology (F: 3)

Prerequisite: Graduate Students: None
Undergraduate students: PS 062 Psychobiology of Mental Disorder or permission of the instructor

The role of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders is discussed in the context of clinical and basic research. A relaxation method is practiced in class. Seminar format.

Joseph J. Tecce

PS 680 Advanced Topics in Developmental Psychology (F: 3)

This seminar explores major theories and issues in both cognitive and social developmental psychology. The seminar provides an overview of the current state of the field of developmental psychology. The course is open to advanced undergraduates as well as graduate students.

Ellen Winner

PS 681 Advanced Topics in Cultural Psychology (F: 3)

Prerequisite: Permission of the instructor

This seminar reviews some of the major conceptual and methodological issues in the emerging field of cultural psychology. The topics include cognition, emotions, the self, gender roles, ethnic identity and conflict—all of which will be considered in their particular relationship to different Western and non-Western cultural traditions. In the case of each topic, the extent to which psychological processes, at both the individual and collective level, develop or are transformed by specific sociocultural environments will be explored. Given the inherently interdisciplinary orientation of cultural psychology, readings for the course will be drawn from the literature of anthropology, sociology, history, as well as psychology.

The course will be limited to advanced undergraduates or graduate students concentrating in any of the social science disciplines. Enrollment will be limited to 15.

Ali Banuazizi

PS 682 Advanced Topics in Social Psychology

Prerequisite: PS 131 or consent of instructor

This course will focus on exploring classic and contemporary issues in social psychology as well as investigating the role such issues play in real-world concerns. Topics include social cognition, emotion and social behavior, gender and power, verbal and nonverbal communication, cooperation and conflict, dyadic and inter-group relationships and the social self.

Marianne LaFrance

PS 684 Advanced Topics in Cognition and Perception

Prerequisite: PS 147

This seminar will focus on issues that are important to our understanding of episodic and semantic memory. The issues that will be covered will include encoding and retrieval processes in memory, the study of interesting lapses of memory such as the tip-of-the-tongue phenomenon.

enon, the study of how bilinguals and multilinguals represent information in the two languages, the failure of memory in brain-damaged populations, and the link between memory for events and the perception of events. May not be taken by students who have previously taken PS 644. *Kavitha Srinivas*

PS 685 Advanced Topics: Aspects of Inequality (S: 3)

Prerequisite: Consent of instructor

An intensive seminar for graduate and advanced undergraduate students. Consideration of (1) the concept of equality and (2) specific issues to be chosen from such topics as the underclass debate, housing and homelessness, and health care, with particular emphasis on research by social scientists is included. *William Ryan*

PS 703-704 Research Workshops (F: 3-S: 3)

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments in the literature of mutual interests will be reviewed and evaluated. *The Department*

PS 707-708-709 Fieldwork Seminar (F: 3-S: 3; Summer: 3)

In this course, students work in human service, educational or business settings to gain exposure to the issues and problems faced by practitioners within the student's area of research interest. Arrangements for fieldwork are made between the student and his or her major advisor. *The Department*

PS 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)

This is a core proseminar for the graduate program that reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories, with emphasis on an ecological perspective. *Peter Gray*

PS 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. *The Department*

PS 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

Summer Human Interaction Institutes

PS 824 Resolving Conflict: Interpersonal and Intergroup

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two weekends, May 20-22 and June 3-5 *Norman Berkowitz*

PS 825 The Social Self: Group Influences on Personal Identity

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class and ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two weekends, June 10-12 and June 24-26. *Donnah Canavan*

The following courses are offered by the Department on an occasional basis:

PS 637 Child Development

PS 639 Seminar in Developmental Psychopathology

PS 648 Cognitive Neuropsychology

PS 677 Psychology and Social Change

PS 758 Social Inequality and Social Policy

INSTITUTE OF RELIGIOUS EDUCATION AND PASTORAL MINISTRY

FACULTY AND ADMINISTRATION

Claire E. Lowery, *Director; Adjunct Associate Professor of Theology and Pastoral Ministry*

Maureen R. O'Brien, *Assistant Director for Academic Affairs and Adjunct Assistant Professor of Theology and Religious Education*

Sandra A. Hurley, *Assistant Director for Administration*

Carol A. Regan, *S.U.S.C., Sabbatical Program Coordinator*

Thomas H. Groome, *Professor of Theology and Religious Education*

Elizabeth H. Galbraith, *r.c., Lecturer, Spirituality*

Maryanne Confoy, *R.S.C., Visiting Associate Professor of Theology and Religious Education*

Christine Kowalcky, *Coordinator, Admissions and Financial Aid*

PROGRAM DESCRIPTION

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the Graduate School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the Institute are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.) For full guidelines for each degree, contact the Institute.

Master of Education in Religious Education (M.Ed.)

Candidates for the Master's degree in Religious Education study a core curriculum that enables them to integrate critically theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and with the social sciences. The core distribution includes courses in theory, history and practice of religious education, systematic theology, biblical studies, and the psychology and sociology of religion.

For students who enter the program with little or no prior experience in the practice of religious education, as well as for experienced students who want to extend and diversify their practical skills in the field, Field Education and Supervised Practice are available in a broad range of parishes, public and parochial high schools and elementary schools.

The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Students with deficiencies in their academic backgrounds may be



required to complete course work in excess of these minimum requirements.

The M.Ed. is granted by the Graduate School of Education.

Master of Arts in Pastoral Ministry (M.A.)

Candidates for the M.A. in Pastoral Ministry follow a core curriculum that includes the following: courses in systematic theology, biblical studies, and religious education, as well as courses related to the student's particular ministerial concentration. These concentrations are as follows:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Leadership/Church Management
- Spirituality and Ministry
- Hispanic Ministry
- Joint M.A./M.S.W. in Social Work

The last three programs are described in more detail below.

A special aspect of the M.A. program is a required Field Education program that combines field placement and a Supervised Practicum during the academic year or one six-week summer session. In addition, the Integrative Colloquium (TH 605) is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

Spirituality and Ministry Concentration

The Spirituality and Ministry concentration within the Master's Program in Pastoral Ministry combines the following elements: theological and biblical studies; courses in the foundations; history and contemporary study of spirituality; field education placement in one of the spiritual life centers in the Boston area; a weekly practicum in contemporary spirituality and spiritual direction with the staff of the Center for Religious Development in Cambridge, Massachusetts; and the integrative colloquium required of all M.A. students.

The purpose of the concentration is to help pastoral ministers become more familiar with the dynamics of spiritual growth and more skillful in the ministry of spiritual enablement within their respective parishes, schools, or communities.

This program has a limited enrollment, and priority will be given to those who apply by March 1 for the following September.

Hispanic Ministry Concentration: A Joint Program with the Mexican American Cultural Center (MACC)

This program is conducted jointly with the Mexican American Cultural Center in San Antonio, Texas. It is designed to provide the theological, cultural, and ministerial preparation most relevant for both Hispanic and non-Hispanic persons engaged in ministry to the Spanish speaking community in the United States. A total of 30 credits is required; 12 credits, including the ministerial

practicum, are earned at the Mexican American Cultural Center in San Antonio. The other 18 credits are earned at Boston College either during the academic year or during the summer.

This program requires bilingual competency or the willingness to achieve basic competency in Spanish while studying for the degree.

Joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. in Social Work. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full time may expect to receive the two degrees in approximately three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to both the Institute and the Graduate School of Social Work. Please see the description of this program under the Social Work section in this Catalog.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field and who have at least three years of professional experience in ministry may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational, and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are determined on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. C.A.E.S. students prepare a project on a subject of specialized ministerial or educational concern. The project serves as the basis for the written and oral examinations that are required of all students. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed., i.e., 36 credit hours for academic year students and 30 credit hours for summer school students only.

The C.A.E.S. is granted by the Graduate School of Education.

Interdisciplinary Doctorate in Religion and Education (Ph.D.)

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Graduate School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective, and the application deadline for September study is February 15.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

Sabbatical Renewal for Ministry Program

This program is designed for the mature church minister who chooses to "come away for a while." Participants renew themselves academically, spiritually and physically by auditing courses that meet their interests and needs and by participating in a variety of activities directed toward the renewal of the whole person. These activities include workshops on topics of interest to the experienced minister, a weekly colloquium on issues of life and ministry, and Pastoral Perspectives for the 21st Century, a lecture series offering a general updating in pastoral theology; opportunities for spiritual direction and counseling; and cultural, historical, and artistic opportunities provided in the greater Boston area.

The Boston College sabbatical program is unique in that it offers the resources of the entire University to the participant. These include the Recreation Complex, courses outside the theological disciplines, and University lectures, concerts, and plays.

Participants may enroll in the program for one or two semesters. The sabbatical program has limited enrollment. Preference is given to those who can attend from September to May. Applications are accepted on an ongoing basis. International applicants should apply at least 3 months prior to their expected entrance date so that additional immigration forms can be processed.

Continuing Education

The Institute's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. Persons interested in these offerings should contact the Institute directly for further information.

COURSE OFFERINGS

TH 430 (ED 439) The Psychology of Religious Development (F: 3)

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life, etc.).

John McDargh

TH 532 Art of Pastoral Counseling (F: 3)

This foundational course will provide an introduction to the field of pastoral care and counseling and a basis for further studies in this area. It is intended to assist students in developing increased competency in responding to transitions and crises that frequently occur in people's lives within the parish or other pastoral setting. Attention will be given to the pastoral counselor as a mediator between the world of human experience and the theological tradition. Practicum sessions will focus on dynamics, techniques, and models of pastoral counseling.

Kathleen Gallivan

TH 535 Foundations for Contemporary Spirituality (F: 3)

This course will consider spirituality as awareness of and response to God's continuing self-revelation. The emphasis will be on experience, not

concepts. Contemporary religious experience will be explored in light of the Christian spiritual tradition. Topics will include the integration of a contemplative attitude with life activity, the developing relationship with God, the growth of Christian freedom, and spiritual life amid conflicting values. The course will include reading, reactions to presentations, and individual and group reflection.

William Connolly, S.J.

TH 600 Leadership and the Practice of Ministry (S: 3)

Leadership is a critical issue in the understanding and practice of ministry today. This course will examine the meaning of leadership and its relationship to church and society by drawing on existing theories and life experience. Classes will focus on the following topics: communication as a vital part of the leadership process; the impact of behavior and situational variables on effective leadership; the role of the leader; personality needs and job demands as major factors in promoting effective leader behavior; exploration of appropriate leadership styles in parish and other church related ministries today; and the dynamics of planning, decision making, and implementing change.

Ann F. Morgan

TH 601 Creative Life Study (F, S: 3)

Life Study will use Intensive Journal procedures to put us in intimate contact with the life, wisdom, and spirituality of creative people in history. We become Journal Trustees, i.e., keep a journal on their behalf. This vital contact with their inner life can evoke our own life-wisdom and broaden our spiritual path. Previous attendance at Journal workshops is recommended.

Elizabeth H. Galbraith, r.c.

TH 605 Theology and Pastoral Practice: Integrative Colloquium (F: 3)

The fine art of doing theology is dependent upon a habit of vision. It is connected to one's ability to bring together in both action and word the experience of contemplation, empathy, and reason.

This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister's ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition.

This course is required of all pastoral ministry (M.A.) degree students.

Claire E. Lowery

TH 617 Intensive Journal Method and the Spiritual Life (F, S: 3)

The Intensive Journal course consists of two weekend workshops, readings in Progoff and bi-weekly meetings with the instructor. It introduces the student to Progoff's Intensive Journal Method, its procedures and principles. Students will learn to work non-judgmentally with their life defining issues, clarifying commitments, and exploring relationships. The goal is to focus, clarify and integrate life experiences.

Elizabeth H. Galbraith, r.c.

TH 638 Advanced Intensive Journal Method and the Spiritual Life (F, S: 3)

The Advanced Journal course deepens students' understanding of the Journal method, and their

own life processes and principles. In doing so, students come to appreciate the holistic principles operative in their life and God's activity therein. The course includes advanced work with dreams and imagery and treats special questions such as discernment, integration, and transformation as they arise.

Elizabeth H. Galbraith, r.c.

TH 640 Pastoral Care: Death and Dying (S: 3)

This course will serve as an introduction to the basic theological-pastoral dimensions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable that students take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues.

Kathleen Gallivan

TH 644 Foundations of Pastoral Theology (F: 3)

A graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. The course will explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.

Colleen M. Griffith

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

This course will provide students with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psycho dynamic theories. Themes will include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

Michael St. Clair

TH 708 Ministry to the Traubled Personality (S: 3)

The goal of this course is to assist the minister or pastoral counselor in handling common and current forms of human disturbance. Using case studies and making applications to counseling and pastoral situations, the course will focus on several areas of study: anxiety and issues of coping and adaptation; loss, depression, and grief; serious disorders and trauma experiences; religion in its disturbed forms and as a positive resource in mental health.

Michael St. Clair

TH 730 Discernment: Holistic Formation for the Practice of Ministry (F: 1)

Education for ministry in today's church necessitates that academic preparation and spiritual development be fundamentally integrated. In this one-credit course, meeting five times per semester, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning, in which students prepare a plan for their program that includes both course work and spiritual disciplines, such as retreats and individual spiritual direction.

Required for new M.A. and M.Ed. students who study during the academic year.

IREPM Faculty

TH 735 Religious Education: Christian, Communal, and Contemporary (F: 3)

A course designed for those who are presently engaged in educational and ministerial contexts, or who intend to work in these areas. Pedagogical foundations and models that are faithful to the past, resonant with the present, and accountable for the future will be examined. Students will explore both theoretical and practical dimensions of the development of the discipline. Critical insights from liberationist perspectives on age, race, and gender will also receive significant attention during the course.

Maryanne Confoy, R.S.C.

TH 739 Christology (F: 3)

At the heart of the Gospel narrative is the question: Who do you say I am? The issue of the identity of Jesus is foundational to the identity and mission of the Christian and the minister. The course will explore this foundational issue in dialogue with the Church's Christological tradition and contemporary questions and concerns. Its theological and pastoral focus will be upon the structure and scope of transformation in Christ.

Paul Ritt

TH 764 Ministry, Personality and Culture (F: 3)

A theology of ministry and psychology of self as minister are useful resources of Church leadership. These topics will be explored from the perspectives of Catholic faith tradition, family systems theory, and changing American culture.

John Grimes

TH 785 Theology, Spirituality, and the Body (S: 3)

This course will consider issues of embodiment relating to theology, spirituality, and ministry. It will probe understandings of the body found in the historical Christian tradition and draw insights from contemporary theology, philosophy, psychology, and social theory. It will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, liturgy, education, and pastoral care.

Colleen Griffith

TH 838 M.A./M.S.W. Integrative Seminar (S: 3)

Significant changes in contemporary American culture, as well as in the funding and priorities of social service agencies, present new challenges to social workers. They need to develop interdisciplinary modes of analysis to reflect systematically and critically on their role in building a just and caring society, in relationship to foundational values. Jointly taught by Institute and Social Work faculty, the course will include topics such as the following: historical perspectives on religious and social services in the United States; religious communities as change agents in society; the nature of religious identity; the role of religion in a pluralistic and multicultural society; and social work as a vocational call.

Maureen R. O'Brien and

GSSW Faculty

TH 901 (ED 735) Educating in Faith (S: 3)

This course will involve participants in creating a framework for analysis of modern theological and educational movements in order to engage more perceptively in the practice of religious education.

Maryanne Confoy, R.S.C.

Courses Offered at the Mexican American Cultural Center in San Antonio, Texas for the Hispanic Ministry Program

TH 602 Field Education and Supervised Practicum in Hispanic Pastoral Ministry (S: 6)

This program provides the student with supervised experience in Hispanic Ministry. Placements provide an opportunity for a high degree of creativity and responsible innovation. Through supervision in the field, discussion with other participants, reading and reflection, students become familiar with the needs of the Hispanic community. Students also participate in a supervised practicum each week designed as an exploration of the theological and ministerial insights drawn from the field experience. *Faculty Practicum Committee: Santiago Ramirez and MACC Faculty*

TH 786 Directed Research in Hispanic Theology and Ministry (F: 6)

Students in the Hispanic Ministry concentration develop research projects in areas of Hispanic theology and cultural studies. These projects are integrated with the MACC Hispanic Pastoral Ministry immersion program and are supervised by MACC faculty.

Field Education, Directed Research, Doctoral Seminar

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

This program will provide students with supervised experience in their areas of ministerial specialization. These areas include social ministry, pastoral care and counseling, spirituality, church administration, liturgy and religious education. Through supervision in the field, discussion with other participants, reading and theological reflection, students become familiar with the needs of special groups of people and develop models of ministry that are applicable to their own situations. *Kathleen Gallivan*

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

Directed research courses are opportunities for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of the master's program. Subject matter and requirements must be worked out with the professor and approved by the Institute's Assistant Director for Academic Affairs. *Claire E. Lowery*

ED 830 Directed Research in Religious Education (F, S: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of the master's program. Subject matter and requirements must be worked out with the professor and approved by the Institute's Assistant Director for Academic Affairs. *Maureen R. O'Brien*

ED 936 Doctoral Seminar in Religious Education (F, S: 3)

This seminar will provide an occasion for IREPM doctoral students to study classic works in the field of religious education and to prepare proposals for their dissertations. It meets fourteen times each academic year. Three credits are received for each of the two years of participation in the seminar. Second-year doctoral students lead portions of the seminar. *Maryanne Confoy, R.S.C.*

Weekend Course Series

Weekend courses are fully accredited and satisfy Institute degree requirements. Each of these courses meets on Fridays from 4:00 p.m. to 9:00 p.m. and Saturdays from 10:00 a.m. to 4:00 p.m. on three separate weekends.

TH 736 Teaching the Christian Life: Insights from the Jewish-Christian Dialogue (F: 3)

Teaching about Christianity entails reference to Judaism, yet much of what Christians have taught in the past about Judaism has been inadequate or distorted. Thanks to contemporary scholarship and to interreligious dialogue, many Christians have begun to fashion a truer understanding of Jews and Judaism. Consequently, they are also rethinking how they might articulate Christian origins and the role of the Church in relationship to the Jewish people. This course will provide the context of the Church's changing relationship with Jews and Judaism, synthesize the content of the new understandings, and explore the educational implications. It will involve interactive teaching processes and extensive reading.

The course will meet on September 29 and 30, October 20 and 21, and November 17 and 18.

Mary C. Boys

TH 803, TH 804, TH 818 Life Span Development for Religious Educators and Pastoral Ministers: A Constructive Developmental Approach (S: 3)

This three-weekend course will create a context for studying the growth of a person as a maker of meaning throughout the life span. Through lectures and discussion, film excerpts, small group work, reflective exercises, and simulations, the course will explore transformations of the self, and their implications for religious leaders and educators. (TH 803: Focus on Childhood and Adolescence; TH 804: Focus on Adult Development; TH 818: Focus on Ongoing Development of Ministers) Participants may register for one, two, or all three weekends.

The course will meet on January 19 and 20, February 23 and 24, and March 22 and 23.

Robert Kegan

ROMANCE LANGUAGES AND LITERATURES

FACULTY

Joseph Figurito, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

Joseph D. Gauthier, S.J., *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Guillermo L. Guitarte, *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Marie L. Simonelli, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Matilda T. Bruckner, *Professor*; Chairperson of the Department; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

J. Enrique Ojeda, *Professor*; Licenciado, Universidad Católica Del Ecuador; A.M., Ph.D., Harvard University

Rebecca M. Valette, *Professor*; A.B., Mount Holyoke College; Ph.D., University of Colorado

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Ourida Mostefai, *Associate Professor*; Licence de Lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Betty Rahv, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Stephen C. Bold, *Assistant Professor*; B.A., University of California at Berkeley; M.A., Ph.D., New York University

Irene Mizrahi, *Assistant Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Mary Ellen Kiddle, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California at Berkeley; Ph.D., Brown University



PROGRAM DESCRIPTION

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Spanish (Peninsular and Spanish American) literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level or to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize "vertically" in French or Spanish literature or "horizontally" in a period or genre that crosses three Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

- They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement.
- At least four semesters of period or general courses in the major literature must be included in the student's undergraduate record or as graduate work completed at other institutions.

The Departmental deadline for M.A. and Ph.D. applicants requesting financial aid is February 15. Those not requesting departmental financial aid must apply by May 15.

Note: For complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages and Literatures.

Master of Arts Degree in French, Italian or Spanish Literature and Culture

This Master's program is designed to prepare scholars and teachers who may wish to continue their work toward the Ph.D. The program enables students to acquire a broad understanding of the literature and culture of their area of specialization (French, Italian, Peninsular Spanish or Spanish American).

Candidates for the M.A. in Literature and Culture earn a minimum of thirty credits in a wide range of courses in one Romance language. A reading knowledge of a second language must be demonstrated. At the discretion of the student's advisor, any foreign language that is neither the major nor the student's native language may be offered in fulfillment of this requirement.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour writ-

ten examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Language and Culture

This program is specifically designed to train current or prospective teachers at the secondary school level who wish to work with greater emphasis on their major field of undergraduate specialization or strengthen their command of a second Romance language, its literature and culture. With appropriate course work, this program can lead to teacher certification. Candidates in other fields, such as International Business or Public Health, will also find this program valuable, given its cultural and linguistic orientation.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian or Spanish.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Teaching

Offered in cooperation with the School of Education, this program is designed to provide certification and continued professional development for secondary school teachers of French, Italian or Spanish.

Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before the students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and short literary works chosen in consultation with the student's advisor.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study specially adapted to individual needs and designed to train effective scholars and teachers.

Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in French or Spanish Literature and Culture. Students structure their programs according to a vertical specialization that gives broad coverage through the chronological development of one Romance language, literature, and culture (French or Spanish).

Plan II: Ph.D. in Romance Literatures

Students structure their programs according to a lateral specialization that focuses on one period or genre in three different languages and literatures.

Plan I: Ph.D. in French or Spanish Literature and Culture

Broad Chronological Coverage: With the help of their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present. Given the nature of the comprehensive examinations, students are encouraged to take courses in all periods.

Specialization: In addition to developing general competence, students specialize in a period according to one of the following options:

- *French:* Any two consecutive centuries. (Exceptions involving non-consecutive centuries are possible, with the approval of the advisor and the Director of Graduate Studies.)
- *Spanish:* Middle Ages and Renaissance, Golden Age, nineteenth and twentieth centuries and Spanish-American literature.

Exceptions to these options are possible, with the approval of the advisor and the Director of Graduate Studies.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student should formulate a coherent program of studies in consultation with the advisor. Students select three Romance literatures and a period or genre that merits investigation across linguistic and national boundaries. The student may elect a non-Romance literature as the third literature with the approval of the advisor and the Director of Graduate Studies.

Medieval Studies: Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any three of the following literatures: Medieval French, Italian, Spanish, Provençal, or Latin. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

Language Competence: For admission to the Romance Literatures Ph.D., applicants must have fluent command of at least one Romance language and a working knowledge of a second. The stu-

dent must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for the comprehensive examinations.

Admission to the Ph.D. Programs

Students with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Students with a Bachelor's Degree: Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for our M.A. in French or Spanish. After 30 credits, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including 3 credits in the History of the Language in French or Spanish, and 3 credits in RL 780 Colloquium on Literary Theory and Criticism.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required as described for the M.A. in Literature and Culture.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while teaching two. Students not engaged in teaching and wishing to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing his or her dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters satisfy the residence requirement.
- Upon completion of all course work and language requirements, the doctoral student must pass oral and written comprehensive examinations.
- After passing the comprehensive examinations, the student discusses a dissertation topic with his or her Dissertation Advisor. Using the guidelines specified by the Graduate School, the student submits an official dissertation proposal to the Dissertation Advisor, who then circulates it within the Department for approval. The student will write the dissertation under the guidance of the Dissertation Advisor and two readers. Dissertation topics may include the following: a literary study in the field of specialization, a study in com-

parative Romance literatures, a study in Romance philology, a scholarly edition of a text with full critical apparatus, and so on. The dissertation should be based on original and independent research and demonstrate advanced scholarly achievement.

- After approval by the Dissertation Advisor and the two readers, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships, and two Fellow-in-Residence positions.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students who want to obtain information about the University's financial assistance should consult the Financial Aid section of this catalog. Those who are interested in government grants should contact the University Financial Aid Office.

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to Boston College, Department of Romance Languages and Literatures, Chestnut Hill, Massachusetts 02167.

COURSE OFFERINGS

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses may be taken by both undergraduate and graduate students; 700, 800, and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

Offerings in French, 1995-96

RL 400 Crisis of Conscience in Early Modern Europe (S: 3)

The European Reformation, with its search for freedom and attempts to determine human means of access to the divine, gave rise to enormous tension, spiritual energy, intellectual activity, literary and artistic creativity. Universal in scope, this "crisis of conscience" asserted itself in France from the 16th to the 18th centuries. This course will examine essays, documents and fictional works; paintings and engravings; maps and sermons that bear witness to the *esprit de la Réforme* in France. Special attention will be given to American echoes of France's *guerres de religion*, reports from the Jesuit missions, and the social and intellectual impact of the Huguenot diaspora. Recommended for students specializing in French culture. Conducted in French.

Jeff Flagg & Betty T. Rabv

RL 407 Introduction to Francophone Literature (F: 3)

This course will examine the cultural and textual specificity of some major examples of French writing from North Africa, West Africa, and the Caribbean. Authors to be studied will include Boujedra, Djébar, Yacine, Ben Jelloun, Césaire, Laye, Senghor, and Condé. Conducted in French.

Kevin Newmark

RL 411 Masterpieces of Medieval French Literature I (S: 3)

This mini-survey of Old French literature includes works from the 12th through the 15th centuries, which introduce students to some of the major types of medieval story-telling: epic, romance, lyric and narrative poetry, fabliaux and short stories. Readings are in modern French translations where appropriate. Conducted in French.

Matilda T. Bruckner

RL 425 Studies in Rabelais: the Laughing Philosopher (F: 3)

Taking the comic texts of Rabelais as our point of departure, we will study various critical interpretations of these texts, emphasizing in particular Bakhtine's innovative and influential notion of Rabelais' work as carnival. Conducted in French.

Betty Rabv

RL 435 17th Century French Tragedy: 'Cette flamme noire' (S: 3)

This course will focus on the interrelated problems of morality, destiny, and esthetics as they affect the construction of the early modern hero. Greatest attention will, of course, be given to the works of the genre's masters, Corneille and Racine. In addition, we will read challenging works by their precursors and contemporaries, Théophile de Viau and Rotrou. Conducted in French.

Stephen Bold

RL 443 18th Century Theater (F: 3)

This course examines the controversy surrounding the question of the theater in 18th century France. We will focus on the role of the stage in the 18th century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic theories of Diderot and Beaumarchais as well as Rousseau's critique of dramatic representation will be studied in the context of the reform of the theater. Conducted in French. *The Department*

RL 458 "Contes et Nouvelles" in the Nineteenth Century (S: 3)

While devoting proper attention to the general evolution of the *conte* in the nineteenth century, the course will center on the most significant works of Mérimée, Maupassant, and Daudet. Conducted in French.

Norman Araujo

RL 704 Textual Analysis in French (F: 3)

This course will develop the writing skills of graduate students, its objective being to enable them to compose scholarly essays of literary criticism in a clear, coherent, and persuasive style. Course materials will include texts by eminent French authors illustrating the major genres, and selected works of prominent French literary critics. Student assignments will involve stylistic analysis and prose composition. Conducted in French.

Norman Araujo

RL 742 18th Century Philosophes (S: 3)

The Department

RL 752 Mirror or Mirage in the Realistic Novel? (F: 3)

The evolution of the realistic novel in the nineteenth century as it appears in the works of Stendhal, Balzac, and Flaubert: *Beylisme*, *Bovarysme*, and the universe of the *Comédie humaine*. Conducted in French. *Norman Araujo*

RL 780 Colloquium: Modern Literary Theory and Criticism (S: 3)

This course will examine some of the major developments in the constitution of literary theory as an integral part of the interpretation and understanding of literature in the twentieth century. It will begin with Saussure's Course in General Linguistics in order to trace the various requirements for any reliable metalanguage for literary study as well as for the other humanities. Authors to be considered include the following: Saussure, Lévi-Strauss, Jakobson, Barthes, Ricoeur, Bakhtin, Lacan, Derrida, Irigaray, de Man, Geertz, Clifford. Conducted in English.

Kevin Newmark

Projected French Offerings, 1996-97

RL 400 Crisis of Conscience in Early Modern Europe (F: 3) *Jeff Flagg & Betty Rabv*

RL 403 Introduction to Linguistics for Students of French (S: 3) *Stephen Bold*

RL 404 Paris: Le Quartier du Marais (S: 3) *Betty Rabv*

RL 412 Masterpieces of Medieval French Literature II (F: 3) *Matilda T. Bruckner*

RL 439 The Age of Molière: 17th Century French Comedy (F: 3) *Stephen Bold*

RL 440 The Private Sphere: Images of the Family & Domesticity in 18th Century France (S: 3) *Ourida Mostefai*

RL 451 Romanticism in French Literature (S: 3) *Norman Araujo*

RL 457 Passion Staged and Upstaged: 19th Century French Theater (F: 3) *Norman Araujo*

RL 479 20th Century French Poetry (F: 3) *Kevin Newmark*

RL 483 20th Century Theater: Myth Revisited (S: 3) *Betty Rabv*

RL 493 French Senior Seminar: Fairies, Mortals and Monsters (S: 3) *Matilda T. Bruckner*

RL 703/303 La phonétique française (S: 3) *Rebecca Valette*

RL 705 History of the French Language (S: 3) *Laurie Shepard*

RL 710 Chrétien de Troyes (F: 3) *Matilda T. Bruckner*

RL 720 Montaigne: the Smiling Skeptic (F: 3) *Betty Rabv*

RL 740 Novel Writing in 18th Century France: The Art of Disavowal (F: 3) *Ourida Mostefai*

RL 761 20th Century French Novel (S: 3) *Kevin Newmark*

Offerings in Italian, 1995-96**RL 804 La Divina Commedia and its Early Commentators (F: 3)**

The class will embark on an intense reading of the *Divina Commedia* through the lens of Medieval and Renaissance commentaries. We will explore the evolution of a standard interpretation, as well as motives for divergent interpretations, and re-examine our own interpretive assumptions about the text in the light of this exercise in Medieval and Renaissance exegesis. The seminar will be conducted in Italian. Conducted in Italian.

Laurie Shepard

RL 805 Boccaccio and the Development of Italian Prose (S: 3)

The extraordinary development of Italian prose from the end of the twelfth through the mid-four-

teenth century will be the focus of this course. The structure, plot and syntax of medieval Italian short prose genre like anecdotes, secular and sacred *vitas*, *exempla*, short stories and jokes will be examined in order to understand Boccaccio's renewal of Italian prose in the *Decameron*. The apparent degeneration of Italian prose in the century following Boccaccio's death will also be questioned. The seminar will be conducted in Italian.

Laurie Shepard

RL 806 Italo Calvino (F: 3)

This course will include discussion of selected works by Italo Calvino, including lectures, classroom discussion, and short student presentations. Conducted in Italian. Readings, discussions, oral reports and exams in Italian or in English.

Rena Lamparska

RL 807 Theatre of Pirandella (S: 3)

The course will focus on the theatrical works of Luigi Pirandello, recipient of the Nobel Prize for literature and a giant of the theatrical art of the early 20th century. We will examine the concept of Pirandellian art, his theory of "umorismo" in particular, and the way it operates in his dramas. As we read and discuss Pirandello's plays, we will learn about the revolutionary impact he had on the development of the European theater.

Rena Lamparska

RL 808-809 The Cultural History of Italy I and II (F: 3-S: 3)

This two semester course explores the history of Italian culture from the Middle Ages to the present through an integration of texts and visual materials pertaining to social, political and cultural experiences. First semester topics include the rise of urban societies, art and science in the Renaissance, the status of women in urban, rural and courtly societies, the relationship between great protagonists of Italian history like Lorenzo de' Medici and Savonarola. Second semester will include Restoration and Romanticism, the formation of the nation, Italy's entry into World War I, the advent of Fascism, the Resistance, the economic boom and social changes of the 60's and the radical movements of the 70's.

Conducted in English, the course is designed for students interested in studying the formation and development of European civilization through the lens of Italian cultural history. The course is open to graduate students in the M.A. program, as well as undergraduate students through a different course number.

Projected Italian Offerings, 1996-97

RL 810 Goldoni and Alfieri (S: 3)

Rena Lamparska

RL 811 The "Literati" and the Great War (F: 3)

Cecilia Mattii

RL 812 Macchiavelli and Guicciardini (S: 3)

Laurie Shepard

RL 815 History of the Italian Language (F: 3)

Laurie Shepard

Offerings in Spanish, 1995-96**RL 650 A Social and Intellectual History of Medieval Spain (S: 3)**

The focus of this course will be the interplay between Jews, Christians, and Muslims in medieval Spain, for our purposes from 711-1492. We will examine a wide variety of literary, legal, religious,

and historical sources. Students will have ample opportunity to pursue individual research interests. All students must have a good reading knowledge of Spanish, and it would be useful to have some ability in Portuguese, Catalan, Latin, Arabic, or Hebrew. Conducted in Spanish.

Dwayne E. Carpenter

RL 655 Andean Novel (F: 3)

This course will examine the major characters in the Indian and "Mestizo" novel in Bolivia, Ecuador and Peru. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas, Ciro Alegría, Gonzalo Zaldumbide, Juan León Mera and others will be examined in the context of the sociological studies written on the "Mestizo" and the Indian of the Andes. Conducted in Spanish.

J. Enrique Ojeda

RL 659 Hera's Other Half: Introduction to Early Modern Spanish Literature (S: 3)

On the basis of on the idea that heroes depend on anti-heroes to exist, this course is a cross-genre introduction to Early Modern Spanish literature and Spain that considers the roles of social misfits and minorities such as women, fools, and sinners as essential complements to the traditional heroic values expressed in literary texts. Conducted in Spanish.

Elizabeth Rhodes

RL 672 Spanish American Literature (F: 3)

The Department

RL 678 Spanish American Novel: Civilization and Barbarism, Early Novelists (S: 3)

Study and discussion of representative novelists of the early twentieth century. The historical circumstances and the socio-political climate that motivated the writers will be considered. Special attention will be given to the structure of selected novels and the author's techniques for integrating history into fiction or fiction into history. Among those read will be Azuela, Rivera, Bombal, Gallegos, Guiraldes, Uslar Pietri, and Barrios. Conducted in Spanish.

Harry L. Rosser

RL 693 Introduction to 20th Century Spanish Literature (F: 3)

A general introduction to 20th century Spanish literature. The first part of the semester covers the years between 1898 and 1939. The second half focuses on postwar literature up to 1980. Readings include selected works (essay, novel, poetry or theater) written by major authors of each period. Conducted in Spanish.

Irene Mizrahi

RL 901 Textual Analysis in Spanish (F: 3)

This is an intensive writing workshop designed to exercise students' skills in analytical writing. Segments include the practice of various types of professional writing: summaries, critical analysis, book reviews, and oral presentations. Students are introduced to a sophisticated range of critical terms from the fields of linguistics, literary theory, and stylistic analysis, and practice using those terms in writing. Class members engage in peer review, creative as well as critical writing, summaries of critical readings, and keep reading journals. Writing-intensive. Conducted in Spanish.

Elizabeth Rhodes

RL 905 History of the Spanish Language (F: 3)

The focus of this course will be the evolution of medieval Spanish from Latin. Although most attention will be given to the period from 1000 to

1500, later linguistic developments will also be studied. The course is divided into two main parts: phonology and morphology, with a brief look at dialectology. There will be abundant exercises to supplement the lectures. Students will benefit from having at least some acquaintance with Latin. Conducted in Spanish.

Dwayne E. Carpenter

RL 934 Currents of Heresy in Catholic Imperial Spain (S: 3)

This seminar examines the authors and texts that threatened Catholic Spain's global hegemony in the early sixteenth century, and the process leading to that network's breakdown. Of primary consideration are the intellectual and religious currents that prospered under the aegis of humanism, the historical and mythological power of the Spanish Inquisition as it molded humanism to political and religious ends, and the conservative impetus of censorship that brought an end to Spain's Golden Age. Women writers are included among the heretics and women's participation in the cultural heresy is emphasized. Conducted in Spanish.

Elizabeth Rhodes

RL 950 Texts from the Baroque Period (S: 3)

A study of baroque discourse in Spanish America during the colonial period. The course will highlight various cultural issues resulting from the encounter between Spain and the New World. Authors to be read include Mateo Rosas de Oquendo, Hernando Domínguez Camargo, Bernardo de Balbuena, Juan del Valle Caviedes, Carlos de Sigüenza y Góngora, and Sor Juana Inés de la Cruz. The course will also study the problematics of reading and editing primary sources of poetry from the sixteenth and seventeenth centuries. Conducted in Spanish.

The Department

RL 961 Dynamics of Dissent in the Spanish American Novel (F: 3)

A study of the ideological formation and stylistic development of major Spanish American novelists of the 20th century, with special attention to the "Boom" and "Post-Boom" periods. Works by such writers as Alejo Carpentier, Carlos Fuentes, Mario Vargas Llosa, Isabel Allende, Gabriel García Márquez, Elena Poniatowska, among others, will be examined in detail. Focus on structure, characterization and use of language will lead to an understanding of the directions that genre has taken in recent decades. Conducted in Spanish.

Harry L. Rosser

RL 962 Modernismo y Vanguardia: The Swan and The Owl-Lyric Poetry of Spanish America (S: 3)

This course intends to study the two most important periods in the development of Spanish American lyric poetry. The first half of the semester will analyze the origins, development and final demise of the Modernismo, concentrating on its outstanding figures: mainly Martí and Rubén Darío. The second half will study the Vanguardia tracing its multifaceted programs and its influence exercised on the best known Spanish American poets of this century: Vallejo, Neruda, Carrera Andrade, Paz, among others. Conducted in Spanish.

J. Enrique Ojeda

RL 965 José Ortega y Gasset (F: 3)

This course examines Ortega's major theories as developed in his most representative essays, including a study of the consequences of his thought in 20th-century Spanish literature. Conducted in Spanish.

Irene Mizrahi

Projected Spanish Offerings, 1996-97

RL 656 Medieval Spanish Literature (F: 3)

Dwayne E. Carpenter

RL 658 Don Quijote (F: 3) *Elizabeth Rhodes*

RL 667 The Generation of '98 (S: 3)

Irene Mizrahi

RL 670 Spanish American Civilization (F: 3)

Harry L. Rosser

RL 691 Spanish Lyric Poetry: Origins to 18th-century (S: 3)

Dwayne E. Carpenter

RL 940 Cervantes and His Contemporaries (S: 3)

Elizabeth Rhodes

RL 958 Age of Galdós (F: 3) *J. Enrique Ojeda*

RL 966 Contemporary Spanish Drama (F: 3)

Irene Mizrahi

RL 980 Spanish Visions of America and New Perspectives (S: 3)

Harry L. Rosser

Language and Methodology Courses Offered in English, 1995-96

RL 495 (ED 303) Second Language Acquisition (F: 3)

This course explores the complexity of how people learn a second language and reviews second-language acquisition research in the light of its classroom applications. Emphasis is placed on techniques for developing oral and written proficiency. Students will analyze available audio-visual materials and learn how to integrate these materials into their instruction. This course is particularly recommended for students who are planning to teach French and it fulfills the Massachusetts certification requirements in Secondary Methods.

Debbie Rusch

RL 498 Seminar in Oral Proficiency and Language Testing (S: 3)

This course introduced students to the ACTFL Proficiency Guidelines and the Oral Proficiency Interview. All students will be given an informal Oral Proficiency rating plus individualized study plans for improving their proficiency. Students will learn the basic concepts of measurement and their application to foreign language testing. This course is particularly recommended for students who are planning to teach French and it fulfills the Massachusetts certification requirements in Measurement and Testing.

Debbie Rusch

Projected Language and Methodology Courses Offered in English, 1996-97

RL 495 (ED 303) Second-Language Acquisition (F: 3)

Rebecca Valette

RL 498 Seminar in Oral Proficiency and Language Testing (S: 3)

Rebecca Valette

RL 572 The Comparative Development of the Romance Languages (F: 3)

Laurie Shepard

Comprehensive and Continuation Courses

RL 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

RL 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

RL 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy.

The Department

SLAVIC AND EASTERN LANGUAGES

FACULTY

Lawrence G. Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Cynthia Simmons, *Associate Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Jovina Y. H. Ting, *Adjunct Associate Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University

Margaret Thomas, *Assistant Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University



DEPARTMENTAL OVERVIEW

The Department of Slavic and Eastern Languages provides graduate and undergraduate level courses of study through its three overlapping component programs:

- The Program in Linguistics
- The Program in Slavic Studies
- The Program in Asian Studies

GRADUATE PROGRAM DESCRIPTIONS

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg at the prestigious *Institut russkoj literatury* (*Pushkinskij dom*) of the Russian Academy of Sciences. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board with a Russian family, and a cultural activity program. Details on this BC/IRL study/research program are available from the Department.

Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program that stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics,

and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Slavic Studies and *Linguistics* programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC/IRL St. Petersburg program.

Degree Requirements

All M.A. programs require:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

English for Foreign Students

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

COURSE OFFERINGS

Graduate level courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students. Full descriptions of such courses appear in the Undergraduate Catalog.

SL 009-010 Elementary Chinese I/II

SL 023-024 Elementary Japanese I/II

SL 027-028 (EN 093-094) Introduction to Modern Irish I/II

SL 029-030 Literary Chinese (Elementary) I/II

SL 031-032 Introduction to Korean I/II

SL 033-034 Elementary Russian I/II

SL 051-052 Intermediate Russian I/II

SL 061-062 Intermediate Chinese I/II

SL 063-064 Intermediate Japanese I/II

SL 067-068 (EN 097-098) Continuing Modern Irish I/II

SL 075-076 Continuing Korean I/II

SL 117 (EN 117) English Grammar Review for Foreign Students

SL 118 (EN 118) Essentials of English Composition (For Foreign Students)

SL 119 (EN 119) The Craft of Writing (For Foreign Students)

SL 120 (EN 120) The Study of Literature (For Foreign Students)

SL 157-158 *Praktika russkoj rechi* I/II

SL 163-164 *Chukyu kaiwa* I/II

SL 165-166 *Zhongji kouyu* I/II

SL 205 Tolstoj and Dostoevskij (in translation)

SL 216 (EN 552) Poetic Theory

SL 221 (TH 198) The Language of Liturgy

SL 222 Classics of Russian Literature (in translation)

SL 227 Advanced Russian Grammar

SL 230 Russian Literature of the Fantastic (in translation)

SL 232 Literature of the Other Europe (in translation)

SL 234 The Polish Language

SL 239 Images of Women in Russian Literature (in translation)

SL 240 The Contemporary Russian Novel (in translation)

SL 243 Image and Icon in Russian Literature (in translation)

SL 245-246 Advanced Chinese I/II

SL 253 The Celtic Heroic Age: Word and Image

SL 255 Modern Chinese Writers (in translation)

SL 257-258 Advanced Japanese I/II

SL 260 (EN 100) Advanced Readings in Modern Irish

SL 261 Love and Nature in Far Eastern Literatures

SL 262 Gods and Heroes in Far Eastern Literatures (in translation)

SL 263 Far Eastern Civilizations

SL 267 Early Ireland: Lore and Language

SL 306 Approaches to Russian Literature (F: 3)

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with

readings from such theorists as Belinskij, Merezhovskij, Shklovskij, Sinjavskij, and Baxtin. All Russian literary and critical texts are read in the original. *Offered annually* Cynthia Simmons

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. *Offered triennially*

SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. *Offered triennially*

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. *Offered annually* M. J. Connolly

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages, illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language. *Offered biennially* M. J. Connolly

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language. *Recommended:* Prior study of a Slavic language. *Offered biennially* M. J. Connolly

SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov are included. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. *Offered triennially* Katia Kapovich

SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g., Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. *Offered triennially*

SL 323 (EN 121) The Linguistic Structure of English (F: 3)

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse. *Recommended:* Previous or simultaneous course work in Linguistics or in the history of the English language. This course is a prerequisite for enrollment in SL 360/EN 660 *The Teaching of English to Foreign Students*. *Offered annually* Margaret Thomas

SL 324 (CL 286) The History and Structure of Latin (S: 3)

Prerequisite: Prior study of Latin

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin. *Offered triennially* M. J. Connolly

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. *Offered triennially* M. J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century. Sample readings from Classical Armenian scriptural, patristic, liturgical, and historical texts. *Offered triennially* M. J. Connolly

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian. *Offered triennially* Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts. *Recommended:* Prior study of a Slavic language. *Offered biennially* Lawrence G. Jones

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts. *Recommended:* Prior study of a Slavic language. *Offered biennially* Lawrence G. Jones

SL 339 (EN 234) Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication. *Offered biennially* Lawrence G. Jones

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. *Offered annually* Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. *Offered triennially* M. J. Connolly

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models, and linguistic theories of meaning. *Offered biennially* Margaret Thomas M. J. Connolly

SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers. *Offered triennially* Lawrence G. Jones

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. *Offered annually*

SL 352 Russian Literary Humor and Satire (3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. *Offered triennially*

SL 353 Romantizm v russkoj literature (3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian. *Offered triennially*

SL 356 Classics in Linguistics (3)

Prerequisites: A course in General Linguistics and at least one additional Linguistics elective. Students must be prepared to follow some of the readings in the original languages.

Supervised readings, reports, and discussions on formative and important works in the development of linguistic thought from the ancient world up through modern linguistic controversies. Readings are chosen with partial consideration of students' research interests.

Margaret Thomas
M. J. Connolly

SL 358 The Linguistic Structure of Japanese (3)

A linguistic outline of the Japanese language for students with some previous exposure to Linguistics or to Japanese (but not necessarily to both). The phonological and writing systems of Japanese and their origins; fundamentals of Japanese syntax and characteristics of Japanese vocabulary. *Offered triennially* Margaret Thomas

SL 360 (EN 660) The Teaching of English as a Foreign Language (S: 3)

Prerequisite: SL 323/EN 121 or equivalent

An overview of the field of foreign language learning and teaching from a linguistic perspective with an emphasis on issues involved in teaching of English to non-native speakers. An examination of the relationship between views of the nature of language and different approaches to language teaching. Supervised experience in the teaching of English. Margaret Thomas

SL 361 (PS 261) Psycholinguistics (F: 3)

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; the innateness hypothesis.

Recommended: Some background in Linguistics or Psychology. *Offered biennially* Margaret Thomas

SL 362 (SC 362) Language in Society (3)

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy. Original language oriented research forms an essential part of the course. *Offered biennially*

Margaret Thomas

SL 365 Readings in Chinese Literature and Philosophy (3)

Selected readings in fundamental Confucian and Taoist texts and in the *Yi-jing* (Book of Changes); selected readings of representative major works of Chinese poetry, prose, fiction, and drama, including the *Shi-jing* (Book of Songs) and *Chu-ci* (Songs of the Chu); an examination of the influence of philosophical ideas in the development of Chinese literature. Conducted entirely in Chinese. *Offered biennially*

Jovina Y-H Ting

SL 366 Business Chinese (5: 3)

An analysis of the patterns and distinctive characteristics of business transactions and reporting in Chinese, along with numerous practical exercises. Business correspondence, report writing, the Chinese curriculum vitae and resume, questionnaires, commercial law and regulations are considered. Specialized vocabularies for import export, marketing, finance, and economics are discussed. Conducted entirely in Chinese. *Offered biennially*

Jovina Y-H Ting

SL 369 Functional Linguistics and Literary Texts (5: 3)

Texts reflect not only inherent linguistic relationships but also relate information about the world and establish a dialogue between speaker/writer and listener/reader.

Using a functional approach to language, this course investigates how various literary texts work linguistically: Are they grammatical and cohesive, are they logical, and are they appropriate? How does this knowledge corroborate and heighten aesthetic intuition?

Cynthia Simmons

SL 371 Cognitive Science: Language (5: 3)

An overview of topics that reveal the rich system of human knowledge involved in the use and ac-

quisition of language: Syntax and semantics, phonology and speech, the acquisition and processing of language, and related philosophical issues.

M.J. Connolly

Margaret Thomas

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 390 Advanced Tutorial: Russian Language
SL 391 Advanced Tutorial: Russian Literature
SL 392 Advanced Tutorial: Linguistics
SL 393 Advanced Tutorial: Chinese
SL 394 Advanced Tutorial: Slavic Linguistics
SL 395 Advanced Tutorial: Japanese
SL 400 AB Comprehensive (Russian)
SL 401 AB Comprehensive (Linguistics)
SL 402 AB Comprehensive (Slavic Studies)
SL 791 Russian Literature: Reading and Research
SL 792 Linguistics: Reading and Research
SL 794 Slavic Linguistics: Reading and Research

SOCIOLOGY

FACULTY

Severyn T. Bruyn, *Professor*; A.B., A.M., Ph.D., University of Illinois

Charles K. Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

David Horton Smith, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Sharlene J. Hesse-Biber, *Associate Professor*; Chairperson of the Department; A.B., A.M., Ph.D., University of Michigan

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Paul G. Schervish, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Diane Vaughan, *Associate Professor*; B.A., M.A., Ph.D., Ohio State University

William A. Harris, *Assistant Professor*; BA., UCLA; M.A., Yale University; Ph.D., Stanford University



PROGRAM DESCRIPTION

Master's Program

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn, 221.

Degree Requirements: (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a Master's paper or thesis.

Doctoral Program

Admissions: The Ph.D. program prepares students for careers as college and university faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.)

Degree Requirements: (1) Twenty-four credit hours above the M.A. level including one additional methods or statistics course; (2) one year residency; (3) Ph.D. qualifying examination; and (4) dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D.)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers that integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help students to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Carroll Graduate School of Management administer this joint degree program, which trains social researchers,

providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, experience and skill, as well as Department needs. Application should be made to the Department Graduate Admissions Committee.

Other Information

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

COURSE OFFERINGS

SC 340 Internship in Sociology I (F, S: 3)

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility for locating their own placement setting; however, both the instructor and the B.C. Internship Program Office in the Career Center can be of help. Students need to meet with the instructor before registering to get the full details about the course and to discuss possible placements, as they must make arrangements for their placements prior to the start of the course.

John B. Williamson

SC 341 Internship in Sociology II (F, S: 3)

This course can be taken as a continuation of SC 340 or as an independent course.

John B. Williamson

SC 346 Economic Crisis and Social Change (F, S: 3)

Economic health is closely linked to social health, and to reinvigorate our economy requires a major change in the way we think about ourselves and our society, as well as radical social transformation. This course, which meets as a seminar once a week, offers an unusual way to think about the economy, and a chance for the student to re-think his or her ideas about the American Dream.

Charles Derber

SC 351 Power in Contemporary Society (F: 3)

This course examines the types and uses of power in contemporary society, forms of power, and major historical changes. Also examined are the roles of ruling classes and elites, multinational corporations, the military (including the CIA), and political decision making by national leaders. Of particular importance will be a consideration of the characteristics of modern warfare, the limits of its use as an aspect of foreign policy, and alternatives to war.

Ritchie P. Lowry

SC 362 (SL 362) Language in Society (F: 3)

See course description under Slavic and Eastern Languages section.

Margaret Thomas

SC 367 Organizational Misconduct and Control (S: 3)

This graduate/undergraduate course will focus on the origin and control of misconduct by various types of organizations. We will apply the concepts and theories of organizational behavior to see how misconduct and its control are related to the following: (1) the competitive environment in which organizations exist, (2) the characteristics of organizations themselves, and (3) the regulatory environment. Each student will apply what they learn by analyzing a case of organizational misconduct.

Diane Vaughan

SC 378 (PS 600) (SW 600) Introduction to Social Work (F, S: 3)

Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems.

Regina O'Grady-LeShane

SC 394 Social Conflict (S: 3)

The end of the Cold War has not ended the threat of war or of violent conflicts within a society. Some conflicts that were dormant have now flared up. Problems of large-scale, violent conflicts unfortunately remain central in the modern world. The probability of nuclear proliferation and the use of poison gas make such conflicts even more scary.

The purpose of the course is to increase your understanding of the conditions under which social conflicts tend to become violent and how they can be resolved non-violently.

William A. Gamson

SC 422 Internships in Criminology I (F, S: 3)

Prerequisite: Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the Instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefits.

The Department

SC 423 Internships in Criminology II (F, S: 3)

Prerequisite: Permission of instructor

Optional continuation of SC 422 on a more intensive level.

The Department

SC 439 American Society in the Vietnam Decade (F: 3)

This course is an examination of American society as the first new nation and first mass society. It traces the cultural and institutional foundations and the developments of modern-day America. The emphasis is on the structural roots that produced the crises of the 1960s—the Vietnam Decade.

Seymour Leventman

SC 442 Sociology of Film (F: 3)

Showing how film, as an art form, reflects and reconstructs social reality, this course focuses on the portrayal of race and ethnicity, particularly stereotypes, in American movies. Ultimately, we learn how film studies can be a tool for research on sensitive social and cultural issues.

Seymour Leventman

SC 445 Women and Utopias (S: 3)

Prerequisite: Permission of the instructor

The material covered in this course includes such classical works as Plato's *Republic*, Thomas More's *Utopia*, and others, as well as cases of American social experiments, analyzed in terms of the roles assigned to women and their repercussions for the community. Fictional utopias formulated by women, such as Charlotte Perkins Gilman's *Herland* and Marge Piercy's *Woman on the Edge of Time*, are also analyzed. Selections from Frances Bartkowski's *Feminist Utopias*, Angelika Bammer's *Partial Vision*, Dorothy Bryant's *The Kin of Ata*, and Rosabeth Kanter's *Community and Commitment* are required reading.

Jeanne Guillemin

SC 468 (ED 349) Sociology of Education (S: 3)

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationships between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

Ted I. K. Yoon

SC 499 Deviant Groups (S: 3)

This course will operate as a seminar, requiring substantial reading of books on deviant groups like the Skinheads, Branch Davidians, motorcycle outlaw gangs, etc.

David H. Smith

SC 500 International Studies Seminar (S: 3)

Prerequisite: Permission of instructor

This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies Minor or major. Although taught in the Department of Sociology, the seminar will be interdisciplinary in focus.

Paul S. Gray

SC 509 Feminism and Methodology (S: 3)

This course examines a range of feminist and science literature that is concerned with issues of methodology. We address the following: (1) What are the basic assumptions concerning the scientific method in the existing social science literature? (2) Is there a feminist methodology? (3) To what degree is science a cultural institution influenced by economic, social and political values? (4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them? *Not offered 1995-1996*

Sharlene J. Hesse-Biber

SC 519 The History of Culture (S: 3)

We will trace the origins of culture in ancient times from an anthropological standpoint, and then examine culture as an idea from an interdisciplinary standpoint, including the disciplines of sociology, philosophy and literary theory. The course emphasizes the international character of cultural studies and cultural history as well as the variety of methodologies that create a new learning field for the university.

Severyn T. Bruyn

SC 527 The Evolution of Culture (F: 3)

This course is an anthropological examination of symbolic life in the emergence of culture. Special attention will be devoted to myth, folklore, stratification and political systems. The course will cover the origins of society in the life of the family and the tribe. Attention will be given to cross-cultural studies of sex behavior, the development of music, and the principles of evolution.

Severyn T. Bruyn

SC 532 Images and Power (S: 3)

This course is a critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention is paid to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction; sex and reproduction in the age of mechanical art; the avant-garde and anti-art, dada and the like.

Stephen J. Pfobl

SC 533 Sociology and Psychoanalysis (F: 3)

This seminar is located at the crossroads of psychoanalytic method and the sociological imagination. A critical reading of social-psychoanalytic themes pertaining to the transferential character of social gift-exchange, the ritual construction of gendered subjectivity, and the role of unconscious symbolic drives in compulsively forming and repetitiously resisting the reproduction of economic, sexual and racial hierarchies. It is a consideration of Sigmund Freud's *Interpretation of Dreams*, Jacques Lacan's *Four Fundamental Concepts of Psychoanalysis*, Luce Irigaray's *Speculum of the Other Woman*, and Helen Cixous and Catherine Clement's *The Newly Born Woman*.

Stephen J. Pfobl

SC 546 The Social Structure of Occupational Health (S: 3)

This course will use an institutional actor analysis to examine the role of labor, management, health professionals and the state in creating, recognizing and controlling occupational disease. The course is open to undergraduate and graduate students in Sociology, Management, Nursing and Law.

Eve Spangler

SC 550 Important Readings in Sociology (S: 3)

This small working seminar involves intensive readings and classroom discussion of and about major sociological theorists and theories. Of particular interest is the way in which classic sociological theory can help develop unique insights into such contemporary social problems as crime, war and violence, poverty, sexism, and discrimination.

Ritchie P. Lowry

SC 560 Social Analysis of American Society (F: 3)

What can be learned about the contemporary United States from sociologically oriented theories and analyses? Starting with de Tocqueville's *Democracy in America*, we will go on to examine the Lynds' *Middletown in Transition* of the 1930s, followed by selections from more recent writers like Lipset, Gans, Bellah, Bell. Students will do a few interviews and national public opinion surveys will be analyzed as theoretical statements. Students will be expected to end the course with their own depiction of the cohesions and strains of the contemporary United States.

S. M. Miller

SC 564 Seminar on Medical and Family Sociology (S: 3)

Prerequisite: Permission of instructor

This seminar will focus on student research projects in the area of medical and family sociology.

Lynda Lytle Holmstrom

SC 578 Corporate Social Responsibility (F: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stockholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism.

Ritchie P. Lowry

SC 702 Introduction to Statistics and Data Analysis (F: 3)

This course will introduce the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSS data analysis package.

Michael A. Malec

SC 703 Multivariate Statistics (S: 3)

This is an applied course with a focus on the analysis of cross-sectional data. It assumes a knowledge of the material covered in SC 702. Thus, it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three general statistical procedures: factor analysis, analysis of variance, and regression analysis. However, the course is focused primarily on multiple regression and related procedures; in this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Also covered are one-way ANOVA and multiple classification analysis. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 704 Topics in Multivariate Statistics (F: 3)

This applied course is designed for students in sociology, organizational studies, education, social work or psychology with a prior background in statistics at the level of SC 703. It would assume a strong grounding in multiple regression and a solid working knowledge of SPSS. Among the procedures covered will be analysis of covariance using regression, a detailed discussion of interaction analysis in regression, reliability analysis, matrix algebra, logistic regression, recursive and non-recursive causal modeling (including path analysis), and discriminate function analysis.

John B. Williamson

SC 710 Advanced Research Methods (F: 3)

This course presents the wide range of data collection techniques available to the social researcher. Among these are the following: survey research, observational field research, intensive interviewing, experimentation, historical analysis and content analysis. Considerable attention is given to comparisons among these alternative research methods and to an assessment of the rela-

tive strengths and limitations of each. We address problem formulation, measurement, reliability, validity, sampling, and ethical considerations in the context of developing research design experience and skills.

The Department

SC 715 Theory Proseminar I (F: 3)

The purpose of this course is to examine the works of the leading classical theorists. Both their substantive concerns with the character of modern society and their epistemological strategies for studying social reality will be examined.

Jeanne Guillemain

SC 716 Theory Proseminar II (S: 3)

This seminar is intended as a graduate level introduction to the practice of contemporary social theory. It is concerned with a variety of methods for making critical interpretive sense of the ritual social structuring processes by which we both weave and find ourselves (institutionally) woven in relations of power and of knowledge, both materially and in the imaginary realm. Theories embodied in the narrative (or social science fiction) are constructions of history. These theories are enacted within the confines of a hierarchically produced commonsense defining what is both economically and morally desired. Also discussed will be theories challenging the exclusionary grain of the class structured, heterosexist, racist, and imperial social movements of writing in which they are repetitiously produced.

Stephen J. Pfobl

SC 728 Inequalities in Health Care (F: 3)

Inequalities in health insurance, in access to health care, and in medical treatment are historically characteristic of the United States system. This course considers how social class, race, gender, age, and disabilities have affected the health status and medical care available to Americans. Strategies and policies for promoting equity, including cross-national comparisons, will be reviewed.

Jeanne Guillemain

SC 730 Discourse on Social Policy (F: 3)

This seminar explores "frame critical analysis" as an alternative to the dominant "rational actor" model of policy analysis. It attempts to place the dominant model and the alternative in the context of a larger debate on positivism in the social sciences and a varied body of interdisciplinary work on discourse analysis. The seminar will emphasize the shaping of the policy-making process through the framing and reframing of policy discourse, especially from the perspective of participants involved in reframing attempts.

William A. Gamson

SC 736 Introduction to Social Economy I (F: 3)

This course will provide an introduction to the field of social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy and social planning will be discussed, as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership,

corporate social responsibility, industrial policy, social federations, social investment and national social planning.
Severyn T. Bruyn

SC 751 Quest for Social Justice (S: 3)

This proseminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.
William A. Gamson

SC 753 Organizational Analysis (S: 3)

The purpose of this course is to become familiar with, apply, and discuss basic concepts that guide our understanding of organizations. The skills learned will enable students to critically evaluate organization theory and research; to master basic analytic techniques essential to research design and theory generation; to better diagnose problems in organizations and create strategies for change.
Diane Vaughan

SC 790 Political Economy and Political Culture (S: 3)

This course connects the new crisis in our economy—extreme poverty, growing class inequity, increasing contingent work and declining wages both at home and abroad—with new aspects of our political culture, including a shift to the right by both political parties, the decline of the labor movement and liberal or socialist values, and the consolidation of control by the wealthy and conservative intellectuals over both political and cultural discourse.
Charles Derber

SC 799 Readings and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.
The Department

SC 801 Thesis Seminar (F, S: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.
The Department

SC 888 Interim Study (F, S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.
The Department

SC 900 Teaching Apprenticeship (F, S: 3)

By arrangement. The Department

SC 901 Research Apprenticeship (F, S: 3)

By arrangement. The Department

SC 998 Doctoral Comprehensive (F, S: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

SC 999 Doctoral Continuation (F, S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy.

THEOLOGY

FACULTY

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

Michael Buckley, S.J., *Professor*; B.A., M.A., Gonzaga University; Ph.L., S.T.L., Pontifical University of Alma; S.T.M., University of Santa Clara; Ph.D., University of Chicago

Lisa Sowle Cahill, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Robert Daly, S.J., *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Donald J. Dietrich, *Professor*; Chairperson of the Department; B.S., Canisius College; M.A., Ph.D., University of Minnesota

Harvey Egan, S.J., *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

J. Cheryl Exum, *Professor*; A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Ernest L. Fortin, A.A., *Professor*; A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Thomas H. Groome, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

David Hollenbach, S.J., *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

Philip J. King, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Matthew L. Lamb, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

William W. Meissner, S.J., *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

John Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME Perkins, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Anthony Saldarini, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

Francis X. Clooney, S.J., *Associate Professor*; A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Mary F. Daly, *Associate Professor*; A.B., College of St. Rose in Albany; A.M., Catholic University; Ph.D., St. Mary's College; S.T.L., S.T.D., Ph.D., University of Fribourg

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

E. Michael Himes, *Associate Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

Claire Lowery, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Stephen J. Pope, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Louis P. Roy, O.P., *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Francis P. Sullivan, S.J., *Adjunct Associate Professor*; A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

John Makransky, *Assistant Professor*; B.A., Yale University; Ph.D., University of Wisconsin

Willemien Otten, *Assistant Professor*; B.A., M.A., Ph.D., University of Amsterdam

Patrick J. Ryan, S.J., *Assistant Professor*; A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University



PROGRAM DESCRIPTION

Boston College is one of nine member schools of the Boston Theological Institute, a consortium that includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the eight other schools.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have the documented and/or proven ability to do graduate-level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30-credit phase of the program.

Three letters of recommendation, a statement of purpose, a resume, GRE scores (or TOEFL for a foreign student), the Graduate School application, and a writing sample are usually required for admission and for consideration for financial aid.

Candidates for the M.A. are required to complete 30 credits, either on a full-time or part-time basis, for the degree; one course each in Ethics, Bible and History is required, plus a two-semester, six-credit survey course in Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested; written and oral comprehensive examinations are given at the completion of the program.

M.A. in Biblical Studies

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for the M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics or application of the Bible to contemporary problems. An M.A. thesis or major paper may substitute for six of the credit requirements.

Certain courses in the Institute of Religious Education and Pastoral Ministry, including those offered in the summer, and courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements. The student must register for six (6) credits of Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in either French or German.

Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the Graduate Schools of Education and Social Work in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. (See Institute of Religious Education and Pastoral Ministry)

Doctoral Program

The Department of Theology offers two Ph.D. Programs and sponsors several Institutes.

In cooperation with faculty from Andover Newton Theological School and Weston Jesuit School of Theology, the Theology Department offers two doctoral programs, in Theological Studies and in Theological Ethics.

The Doctoral Program in Theological Studies has as its goal the formation of theologians able to offer intellectual leadership to the academy, to the church, and to society. Accordingly, the program aims at nourishing a community of scholarly conversation, research and teaching that is centered in the study of Christian life and thought, past and present, in a way that contributes to this goal.

The Program is founded on the conviction that theology is an enterprise that invites the integration of Christian commitment and participation in communities of faith with pursuit of the highest standards of academic inquiry. The question of how this invitation informs the studies that

such an enterprise involves is part of the ongoing conversation that the program seeks to foster.

Creative theological discussion and specialized research today require ecumenical, interdisciplinary, and cross-cultural cooperation, especially in the quest for common theological and philosophical foundations.

The program thus endeavors to provide its students with an education that is integrative rather than narrowly specialized, and one that is set within the context of the Christian church in all of its ecumenical and confessional diversity, and in its relation to contemporary culture. The program is thus confessional in nature and theology is done as faith seeking understanding.

The Doctoral Program in Theological Studies is rigorous in its demands that students master the Christian theological tradition and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and thus to organize and integrate their knowledge in order to make an original contribution to theological discussion.

The program hopes to prepare students for both academic vocations and other ministries, such as church administration, theological renewal and new ministries, where theological expertise is increasingly felt to be necessary.

Areas of Specialization are as follows: History of Christian Life and Thought, Systematic Theology, and Christian Ethics.

The concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with the assumptions of historical reconstruction. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole. Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are the Graduate Colloquia. They bring together, in a regular seminar, students from all areas of specialization with faculty members from the various fields in order to study the great books of the Christian theological tradition, and thereby examine (1) the fundamental presuppositions out of which the major cultural and social developments of the tradition emerged, and (2) the roots of disciplinary study that are presupposed by disciplinary work.

The language examinations, which test the student's proficiency in reading two languages, important for his or her research, must be passed before admission to the comprehensive examinations.

Students admitted to the program will have completed the M.Div. or equivalent degree or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Students are required to take six courses in their major field of concentration, two to four in their minor and two in each of the other two fields of study during 2 years of full-time course work.

Opportunities for stipends and dissertation fellowships as well as Teaching Assistants and Teaching Fellows are available. Both written and oral examinations will be given in the candidates' major and minor fields of study. A dissertation must be completed before the awarding of the Ph.D. Tuition fellowships and stipends are available.

Doctoral Program in Theological Ethics

The program prepares its graduates for teaching and research positions that call for specialization in Roman Catholic theological ethics or moral theology. It also includes the ecumenical study of major Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of Roman Catholicism. Tuition fellowships and Teaching Assistant stipends are available.

The language examinations, which test the student's proficiency in reading two languages, important for his or her research, must be passed before admission to the comprehensive examinations.

Students admitted to the program should have completed the M.Div. or equivalent degree; a Master's degree in religion, theology, or philosophy, or a bachelor's program with a strong background in religion, theology and/or philosophy.

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Institute of Medieval Philosophy and Theology

In conjunction with the Doctoral Program in Theological Studies with Andover Newton Theological School, the Department is also linked to the Institute of Medieval Philosophy and Theology. The institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the philosophy and theology departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center

to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles C. Hefling, Jr.

Boston College sponsors the Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues.

COURSE OFFERINGS

TH 264 Newman and Modern Theology (F: 3)

This course examines the historical milieu and significance of John Henry Newman. We will consider Newman's relationship to Evangelicalism, Romanticism, the Oxford Movement; and his understanding of reason's role in the event of conversion, history's and its significance to doctrine, and education's importance for religious assent. Major works covered: *University Sermons*, *Apologia Pro Vita Sua*, *Grammar of Assent*, *Essay on Development*, and *Idea of a University*.

Michael Martin

TH 298 Law, Medicine and Ethics (F: 3)

A study of the legal and moral aspects of selected issues in medicine: informed consent, sterilization, organ donation, compulsory medication, allocation of scarce resources, death and dying, national health insurance options, etc. The subject matter will be taken primarily from actual court opinions. The analysis will draw on medical, theological, and ethical materials. Enrollment is limited to 25 students.

John J. Paris, S.J.

TH 318 Religion and Politics (F: 3)

Exploration of the interaction of religious belief with the political sphere from theological, historical, sociological, legal, and political points of view. Primary attention to the role of Christianity in the U.S., but also parallel issues globally and for non-Christian religious traditions.

David Hollenbach S.J.

TH 356 The Psalms (F: 3)

A study in some depth of selected Psalms characteristics of the content of the Book of Psalms. Emphasis is placed on the theological content and the literary characteristics of the selected Psalms.

Consideration is also given to the relevance of these Psalms in daily life. Hebrew is not required but welcome, of course.

Philip J. King

TH 358 Johannine Community (S: 3)

Prerequisite: New Testament Introduction

Treats the emergence and development of Johannine Christianity in the traditions of the Fourth Gospel and the Johannine Epistles. Each class session will treat the material from three perspectives: (1) historical-critical: background material, tradition history of the text; (2) literary analysis: symbolism, metaphor, irony, and narrative technique in the text; (3) theological: theological issues raised by the text.

PHEME PERKINS

TH 363 Luke-Acts (F: 3)

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure and rhetorical patterns in this two volume work.

John A. Darr

TH365 New Testament Ethics (F: 3)

Prerequisite: New Testament Introduction

Surveys the ethical material in the New Testament. Attention is given to the problems of using New Testament material in formulating an ethic for Christians today. Emphasis is placed on the Jesus tradition, the Sermon on the Mount and the Pauline letters. Topics to be discussed include the following: love commands, sexuality, marriage and divorce, Christians and the socio-political order, material obligations of Christians, equality among Christians.

PHEME PERKINS

TH 378 Jesus in Story and History (S: 3)

A literary and historical study of Jesus of Nazareth. An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind literary/theological accounts.

John A. Darr

TH 386 Ethics in a Comparative Perspective: Resources from the Indian Tradition (S: 3)

The Hindu religious tradition is rich in ethical thinking about basic human and religious issues: human nature and right human behavior; the ideal society; the quest for justice and responses to evil; the religious foundations of our decisions about right and wrong. This course introduces students to the discussion of such issues in the Indian context in two ways: first, by the close study of selected primary texts; second, by attention to specific ethical problems, such as the ideal of non-violence, the tension between the caste system and respect for the individual, and the tension between traditional and modern attitudes towards women. Primary texts include the *Bhagavad Gita*, Laws of Manu, Tirukkural and contemporary texts raising similar issues. No prerequisites, but students should have some background in ethics or the study of religions of India.

Francis X. Clooney, S.J.

TH 398 Conversion and Grace (S: 3)

History, phenomenology, and systematic theology of conversion and grace. Griffin and O'Rourke on components of conversion. Ernst on biblical and historical sources. The issue of doctrines according to Pelagius and Augustine. Aquinas's systematic reflection on God's action in

the human person. Lonegran and Doran on types of conversion.
Lonis P. Roy O.P.

TH 408 Christian Theology and History (S: 3)

Analysis of the emergence and development of the notion of historical consciousness or the so-called historical approach to the study of human life and thought. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Ernest L. Fortin A.A.

TH 420 Book of Jeremiah (S: 3)

A study in some depth of selected passages in Jeremiah. Historical background of the Prophet is reviewed, as well as the contribution of archaeology to the era of Jeremiah. Emphasis on literary characteristics and theological content of the text. Hebrew not required but welcome, of course.

Philip J. King

TH 423 (CL 320) Seminar in Latin Patralogy (S: 3)

Prerequisite: Latin

A critical and philological examination in the original of a genre, author, problem, or period in the history of Latin patristic literature. Subject is St. Augustine's *City of God*.

Margaret A. Schatkin

TH 424 Early Christian and Medieval Perspective (F: 3)

This course studies the process by which people in late antiquity and the early Middle Ages were inducted into Christianity. Individual cases of conversion will be studied, as well as the process of monastic entrance. Of special interest is how conversion impacts on the social interaction between individual and group and how the mystical experience of conversion finds theological shape in (auto) biographical documents.

Willemien Otten

TH 425 (CL 323) Seminar in Greek Patralogy (F: 3)

Prerequisite: Greek

This is a critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of John Chrysostom.

Margaret A. Schatkin

TH 430 (ED 439) The Psychology of Religious Development (F: 3)

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life).

H. John McDargh

TH 433 Foundations of Catholic Ethics (S: 3)

This course is especially designed for students at the IREPM who participate in the M.A.-M.S.W. joint program. It will examine the nature and historical development of Moral Theology and will attempt an in-depth consideration of such issues as the moral agent, objective moral norms, the nature and formation of personal conscience, traditional and contemporary understandings of sin

as a religious concept as well as an examination of the "ethics of character." *James A. O'Donohoe*

TH 440 A Religious History Of American Catholicism (F: 3)

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and heroic life-styles. Primary sources, many in computer readable form as well as on paper, will be emphasized.

Thomas E. Wangler

TH 442 Religion In The United States (S: 3)

A historical survey of the major religious traditions that have flourished in the territory that is now the United States from the American Indians to the present.

Thomas E. Wangler

TH 460 The Holocaust: Its Raats and Legacy (F: 3)

This course will trace anti-Semitism in European civilization from its earliest Christian roots to the present, as well as analyze European racism, the eugenics movement, and the twisted road to Auschwitz as a prelude to the philosophical and theological reflections on the Holocaust. Such psychological patterns as learning theory and equity theory will be introduced to help in the comprehension of the Shoah.

Donald Dietrich

TH 467 The Monastic Tradition: History and Theology (S: 3)

This course will study the monastic tradition, from its beginning in the Egyptian desert to the rise of the mendicant orders in European cities. Attention will be paid to why the monastic movement came about, how it developed in the East and spread further to the West. Various types of monastic life will be studied: eremitical and cenobitical. Focal points of attention will be the interaction between monks and society and between the various monastic rules and the spirituality of monastic writings.

Willemien Otten

TH 473 Theology of Church (S: 3)

A theological exploration of the identity of Church, founded in the New Testament witness and in the contemporary retrieval of Vatican II. The course will suggest an understanding of Church as Sacrament of the Spirit and will consider the meaning of ministry in this light. The focus throughout will be upon the praxis of discipleship as the ever ancient and ever new following of Jesus Christ.

Robert P. Imbelli

TH 498 Theology of Christian Mysticism (S: 3)

This course focuses upon the essence of Christian mysticism as a way of life involving the person's purification by, illumination by, and eventual union with the God of love by examining Old Testament and New Testament mysticism as well as the mysticism and/or mystical theology of fifty-five figures in the Christian tradition from Origen to Karl Rahner.

Harvey Egan, S.J.

TH 503 On the Incarnation (F: 3)

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary exigencies. It will raise the question of the Incarnation in light of soteriology, and thus to some extent presupposes TH 511 On the Redemption but may be taken separately. Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology, political theology.

Charles C. Heffling, Jr.

TH 511 On the Redemption (S: 3)

This course aims at a systematic understanding of redemption—a soteriology—in light of doctrinal development and contemporary exigencies. It concentrates on the interrelation of the work and the person of Christ and thus complements TH 503 On the Incarnation but may be taken separately. Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology, political theology.

Charles C. Heffling, Jr.

TH 526 Medieval Theology II (F: 3)

A study of medieval theologians themes from Thomas Aquinas to the end of the middle ages. The authors will be Thomas Aquinas, Godfrey of Fontaines, Henry of Ghent, Duns Scotus, Peter Aureoli, William of Ockham, Thomas Bradwardine, Gregory of Rimini, and Gabriel Biel. The themes dealt with will be union of natures in Christ, man's knowledge of God, eternity of the world, man's freedom, divine foreknowledge, divine will and power, pelagianism, grace and merit.

Stephen F. Brown

TH 527 (PH 537) Wisdom from the East: India's Upanishads

The Upanishads, famous religious and philosophical texts from ancient and medieval India, record the speculations of seers and sages about the ultimate meaning of life and the pathway of total liberation. Rooted in older traditions, still they test bold new ideas about the world, the self and the highest truth. This introductory course focuses on some of the most famous Upanishads, their context and meanings, their interpretation by great Hindu thinkers, and their significance for us today. Emphasis will be placed on reading the Upanishads themselves. By way of comparison, we shall also read brief selections from "wisdom" texts of the Biblical, Greek and Christian traditions.

Francis X. Clooney, S.J.

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 545 Spiritual Disciplines of Buddhists in Asia (S: 3)

Mahayana is the Buddhist movement that spread from India to become the dominant form of Bud-

dhist practice in Tibet, China, Japan, Korea, and Vietnam. This course is an advanced introduction to the Mahayana Buddhism of India and Tibet through a study of selected Indian scriptures and commentaries, and writings of ancient and contemporary Tibetan Buddhist masters. Textual expressions of devotion, ethical discipline, and ritual will be analyzed in their relations to Mahayana Buddhist philosophy, psychology and methods of meditation. *John J. Makransky*

TH 546 The Eucharist in Ecumenical Perspective (S: 3)

In the light of contemporary ecumenical developments that have been uncovering much that is common in the sacramental traditions of the different churches, this course will discuss the following: sacraments and sacramentality, the Eucharist as central sacrament, its biblical background, the New Testament accounts of institution, patristic and historical development, and systematic analysis. *Robert J. Daly, S.J.*

TH 552 Medieval Christology (S: 3)

A study of the principal themes of medieval theology based on English translations of primary texts: Anselm, *Cur Deus Homo*; Praepositinus, *De Verbo Incarnato*; St. Bonaventure, *Disputed Questions on the Knowledge of Christ*; and Thomas Aquinas, *Summa Theologiae*. *Stephen F. Brown*

TH 562 Aquinas and Bonaventure: Two Approaches to the Mystery of God (F: 3)

This course will explore the divergent lines of inquiry into the mystery of God traced out by the dialectical-affective theology of Bonaventure and the problematic-speculative theology of Thomas Aquinas. The two central texts will be the *Itinerarium Mentis ad Deum* and the *Summa Theologiae* I. 1-15. The students will be expected to consult and refer to the Latin text that will be read along with the English. No auditors. *Michael J. Buckley, S.J.*

TH 580 Natural Law (F: 3)

An analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on early Christian and medieval authors. Natural law and history. The contemporary critique of natural law. This course is also of interest to students in Political Science. *Ernest L. Fortin A.A.*

TH 600 Leadership and the Practice of Ministry (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Ann Morgan*

TH 605 Integrative Colloquium: Theology and Pastoral Practice (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Claire Lowery*

TH 617 Intensive Journal Method and the Spiritual Life (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Elizabeth H. Galbraith*

TH 625 God, Self, Others, Work (S: 3)

What do we mean by a spiritual life? How do faith and identity intersect as we change throughout life? How does God become real in our practical work and personal relationships? Do we discover

God, or does God discover us? How do we grow by finding ourselves in love, in prayer or in a career? This course explores spirituality, as well as firsthand autobiographical documents, some practical instruction in techniques of prayer, and current topics such as sexuality, social justice, the family, career, or women's issues. We shall consider issues of spiritual confusion, comfort, challenge, and commitment. *James M. Weiss*

TH 629 Theologies of Postmodernism (S: 3)

This course investigates the chaotic vision labeled postmodernism as an anti-enlightenment critical context for doing theology by tracing its genealogies in the rereading of Nietzsche and Freud by Lyotard, Derrida, and Foucault; by examining its consequences in the works of Altizer, Wychogord, Mark Taylor, and Mary Daly; and by considering an alternative hermeneutic in the work of Ricoeur and Tracy. *Michael Martin*

TH 638 Advanced Intensive Journal Method and the Spiritual Life (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Elizabeth H. Galbraith*

TH 639 Introduction to Theological Study (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *IREPM/Department*

TH 640 Pastoral Care: Death and Dying (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *John J. Grimes*

TH 644 Foundations of Theology (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Colleen M. Griffith*

TH 695 Jesus Christ and Human Transformation (F: 3)

A theological exploration of the identity of Jesus Christ from the vantage point of the Christian experience of discipleship and life in the Spirit. Issues to be considered include the New Testament witness to Jesus as the Christ, the developing tradition of the early Church culminating in the definition of Chalcedon, and contemporary questions regarding Christ as universal savior. The intimate relation between Christology and pneumatology will be stressed throughout. *Robert P. Imbelli*

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Michael St. Clair*

TH 708 Ministry to the Troubled Person

See course description under Institute of Religious Education and Pastoral Ministry. *Michael St. Clair*

TH 730 Discernment: Holistic Formation for the Practice of Ministry (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Maureen O'Brien*

TH 739 Christology (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Paul Ritt*

TH 762 Christian Ethics: Major Figures (F: 3)

A framework to place major positions in Christian ethics in relation to theological foundations (e.g., use of Scripture, faith and reason, nature of sin, the Christian life, the Christian and society). Just war, gender, and marriage will be compared in applied ethics. Readings from the early church, Augustine, Aquinas, Luther, Calvin, Menno Simons, Jonathan Edwards, Puritans, Quakers, and Wesley. *Lisa Cabill*

TH 764 Ministry, Personality and Culture (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *John J. Grimes*

TH 792 Christian Ethics: Contemporary Figures (S: 3)

A framework for understanding the theological foundations and the practical implications of major positions, e.g., of Rauschenbusch, Barth, the Niebuhrs, Gustafson, Hauerwas, Ramsey, Catholic moral theology and modern encyclicals, and feminist theology. Issues for comparison will be the distinctiveness of the Christian life, the public voice of Christian ethics, the nature of grace and sin, and uses of Scripture. *Lisa Cabill*

TH 785 Theology, Spirituality and the Body (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Colleen Griffith*

TH 801 Thesis Seminar (F, S: 6)

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis. *The Department*

TH 803 Life Span Development: Childhood and Adolescence (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Robert Kegan*

TH 804 Life Span Development: Adult (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Robert Kegan*

TH 817 Rahner's Geist in Welt and Lonergan's Verbum (F: 3)

We will study Karl Rahner's foundational *Spirit in the World* and Bernard Lonergan's *Verbum: Word and Idea in Aquinas*. Both authors independently hit upon the centrality of Aristotle's/Aquinas's teaching on insight in phantasms for everything in philosophy and theology, and interpreted it in differing ways. After comparing these works, we contrast Rahner's *Hearers of the Word* with Lonergan's sketch of philosophy of religion in *Insight*, chapters 19 and 20. *Frederick G. Lawrence*

TH 818 Life Span Development: Ministers (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry. *Robert Kegan*

TH 824 Ministry in the Early Church (F: 3)

Vatican II's assertion that the church of Christ subsists in the Catholic Church depends heavily on the claim that the ministerial structure of the Catholic Church is a legitimate development of the ministry in the early Church. This course will examine the grounds for that claim, in the New

Testament and in Christian documents of the first four centuries. *Francis A. Sullivan S.J.*

TH 826 Introduction to the Old Testament (F: 3)

A survey of the religious, literary, and political history of ancient Israel as it is contained in the Old Testament using the methods and results of modern critical biblical scholarship.

Deborah Klee

TH 827 Introduction to the New Testament (S: 3)

Historical, sociological and literary methods are introduced, evaluated and applied to canonical texts. Special attention is given to issues of unity/diversity in early Christian thought and the relevance of Scripture to modern faith.

Anthony J. Saldarini

TH 830 Praxis of Religious Education (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Thomas Groome

TH 838 Integrative Seminar (S: 3)

The Department/IREPM

TH 846 St. Augustine: Theology of Eternity and Time (F: 3)

Matthew Lamb, S.J.

TH 847 Ecclesiological Issues in Ecumenical Dialogues (S: 3)

The Catholic church is engaged in official dialogues with most of the other major Christian churches. Many of the statements produced in these dialogues deal with ecclesiological issues. The intention of the course is to offer the students an opportunity to develop an ecumenical approach to ecclesiology. *Francis A. Sullivan S.J.*

TH 848 Seminar: Modernism and Reform Catholicism (S: 3)

This seminar will focus on major personalities, themes and conflicts of the Modernist/Reformist controversy in early twentieth century Catholicism as well as the integrationist reaction. Special attention will be given to such theologians as Loisy, von Hugel, Petre, Tyrrell, and Schell.

Donald Dietrich

Janice Farnham

TH 855 Systematic Theology I (F: 3)

Systematic theology explores the Christian faith as an organic whole, the full range of the Christian mysteries, their inner coherence and harmony, their intelligible relationships to each other and to the totality of the Christian faith, ordering principles, and the like. This introduction is based on the theology of Karl Rahner.

Harvey Egan, S.J.

TH 856 Systematic Theology II (S: 3)

This seminar will introduce some of the major developments in doctrinal and systematic theology. The development of doctrine from Scriptures will be studied in the writings of St. Athanasius and St. Augustine. The development of systematic reflection from doctrine will be studied in certain key writings of St. Thomas Aquinas. Finally, the development of historical consciousness from systematics will be studied in Bernard Lonergan's *Method in Theology*. *Matthew Lamb*

TH 880 Psychotherapy and Spirituality (S: 3)

Prerequisite: Permission of instructor

This course explores the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction. Among the questions we will consider are these: How might we adequately name and work with a spiritual dimension within secular psychotherapy? What distinctions are useful to draw between spiritual direction and psychotherapy? What attention to psychological process and dynamics is required in responsible spiritual direction? Participation is particularly encouraged by social work graduate students as well as masters' students in counseling psychology, spiritual formation and pastoral care.

John McDargh

TH 888 Interim Study (F: 0-S: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

TH 890 The Ethics of St. Thomas Aquinas (F: 3)

Careful reading and critical analysis of major texts from Thomas' *Summa Theologiae*. Focus on human acts, the will, virtue and natural law.

Stephen Pope

TH 893 Contemporary Theories of Justice (S: 3)

A study of some major interpretations of the meaning of justice, both historical (e.g. Aristotle, Aquinas, Locke, Kant, Mill) and contemporary (e.g. Rawls, Sandel, MacIntyre, Walzer, Okin); the critique and appropriation of these interpretations in recent Christian Ethics.

David Hollenbach S.J.

TH 894 Newman and Kierkegaard on Christian Faith (S: 3)

This doctoral seminar will examine key works of two seminal Christian thinkers of the nineteenth century. Particular attention will be paid to the ways in which the two addressed the development of unbelief and atheistic humanism as problems for Christian theology. *Michael J. Buckley, S.J.*

Michael J. Himes

TH 899 Readings and Research (F, S: 3)

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member. professor's written consent, on a form obtained from the department, must be secured prior to registration.

The Department

TH 901 (ED 735) Traditions of Religion and Education (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Marianne Confoy

TH 983 Second Year Graduate Colloquium (S: 3)

This course is limited to, and required of, students in the BC-ANTS Doctoral Program in Theological Studies in their second year of residency. All second-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

Charles Heffling

Mark Heim

TH 990 First Year Graduate Colloquium (S: 3)

This course is limited to, and required of, students in the BC-ANTS Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

Charles Heffling

Mark Heim

TH 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

TH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy.

GRADUATE SCHOOL OF EDUCATION

FACULTY

Francis J. Kelly, *Professor Emeritus*; A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Pierre Lambert, *Professor Emeritus*; B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., D.Ed., Cornell University

Edward J. Power, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame

Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

Mary Griffin, *Associate Professor Emeritus*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Peter W. Airasian, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

Philip Altbach, *Professor*; A.B., A.M., Ph.D., University of Chicago

Albert Beaton, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

Mary M. Brabeck, *Professor and Associate Dean*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

M. Beth Casey, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

Walter M. Haney, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

William K. Kilpatrick, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

George T. Ladd, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

George F. Madaus, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Ronald L. Nuttall, *Professor*; A.B., A.M., Ph.D., Harvard University

Gerald J. Pine, *Professor and Dean*; A.B., M.Ed., Boston College; Ed.D., Boston University

Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa

John Savage, *Professor*; A.B., Iona College; Ed.D., Boston University

Mary Walsh, *Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Lillian Buckley, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed.D., Boston University

Penny Hauser-Cram, *Associate Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

John A. Jensen, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester

Joan C. Jones, *Associate Professor*; B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

John B. Junkala, *Associate Professor*; B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Maureen E. Kenny, *Associate Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

Larry Ludlow, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Associate Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College

Lea McGee, *Associate Professor*; B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech

Jean Mooney, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Bernard A. O'Brien, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America

Alec F. Peck, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College

Michael Schiro, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University

Charles F. Smith, Jr., *Associate Professor*; B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Edward B. Smith, *Associate Professor*; A.B., M.A., Loyola University; Ph.D., University of Chicago

Kenneth W. Wegner, *Associate Professor*; B.S., M.Ed., Ed.D., University of Kansas

Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Philip DiMattia, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College

Etiony Aldarondo, *Assistant Professor*; B.A., Temple University; M.A., Ph.D., University of Massachusetts, Amherst

Karen Arnold, *Assistant Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

Thomas Bidell, *Assistant Professor*; B.A., M.A., University of New Mexico; Ed.D., Harvard University

Martha Bronson, *Assistant Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University

Ralph Edwards, *Assistant Professor*; B.A., City College of New York; M.A., Bank Street College; Ed.D., Harvard University

Sara Freedman, *Assistant Professor*; B.A., Brandeis University; M.S., Lesley College; Ed.D., University of Massachusetts, Amherst

Jay T. King, *Assistant Professor*; B.S., Union College; M.Ed., Tufts University; Ph.D., University of Rhode Island

James R. Mahalik, *Assistant Professor*; B.S., M.A., Ph.D., University of Maryland

Otherine Neisler, *Assistant Professor*; B.A., Brandeis University; M.A., Fairfield University; Ph.D., Syracuse University

Joseph M. O'Keefe, S.J., *Assistant Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Theresa Powell, *Assistant Professor*; Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Elizabeth Sparks, *Assistant Professor*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College

Polly Ulichny, *Assistant Professor*; B.A., University of Wisconsin; M.Ed., Boston University; Ed.D., Harvard University

Nancy J. Zollers, *Assistant Professor*; B.S., M.S., Ph.D., Syracuse University

Roger Worthington, *Instructor*; A.A., Fullerton Community College; B.A., California State University; M.A., Ph.D.(cand.), University of California, Santa Barbara



GRADUATE SCHOOL OF EDUCATION

The mission of the Graduate School of Education is to prepare professionals and academics to make contributions to the knowledge base of their fields and to serve others in education and human services professions. The faculty of the Graduate School of Education is committed to research and professional preparation that is based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children and families, particularly in urban settings, and toward developing students' research skills and attitudes so that they will contribute to the knowledge base of their fields. The Graduate School of Education is administratively

divided into two Departments. The Department of Curriculum, Administration, and Special Education (CASE) houses the programs that prepare individuals for roles as educators and administrators in higher education and school settings. The Department of Counseling, Developmental Psychology, and Research Methods (CDPRM) houses the programs that prepare individuals for professions in applied psychology (Counseling, Educational/Developmental Psychology) and in Research, Measurement, and Evaluation.

POLICIES AND PROCEDURES

Admission

Information about admission may be obtained by writing to the Office of Graduate Admissions, Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02167, by calling the Graduate School of Education's Admissions office, 617-552-4214, or by E-mail at the following address: RIORDANA@hermes.bc.edu.

The Boston College Graduate School of Education admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Graduate School of Education by an admissions committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree or Special Student. Please consult the Graduate School of Education Admissions Bulletin for complete information.

Official notification of admission is made by a written announcement from the Graduate School of Education. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200.00 by the date stipulated in the Admissions letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year. In order to qualify for deferral, the student must notify, in writing, the Graduate Admissions Office. Deferred admissions must be requested in writing and must be approved by the program faculty and Graduate School of Education administration. Students granted deferrals will be notified in writing.

Prior to the semester in which the student matriculates, a letter must be sent to the School of Education Graduate Admissions Office indicating the intent to matriculate, with a non-refundable deposit of \$200 to be credited toward the first semester of study. If the student intends to matriculate in the fall or summer semester, the deposit is due by May 1. If matriculation will take place in the spring semester, the deposit is due by December 1.

Because of the volume of applications received each year by the Graduate School of Education, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for Foreign Students

Foreign students (non-U.S. citizens who are not permanent U.S. residents) should address their requests for program admission information to the Graduate School of Education, Graduate Admissions Office. Foreign students should send their completed application to the Graduate Admissions Office of the School of Education. All foreign student applicants for whom English is not a first language should take the TOEFL (Test of English as a Foreign Language) examination and indicate that their score be forwarded to the Graduate School of Education by the Educational Testing Service (Box 955, Princeton, New Jersey 08540 or 1947 Center Street, Berkeley, California 94794). Ordinarily a minimum score of 550 on this examination is expected by the Graduate School of Education. Information about this examination can be obtained from the Educational Testing Service, Princeton, N.J.

Special Student (Non-degree status)

Certain restrictions apply to courses available to special students. Professional course work associated with teacher certification or counseling psychology licensure (including practicum coursework) is reserved for degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester in order to maintain class size. A listing of restricted courses is available in the Graduate Admissions Office each semester. A formal Special Student application, including official academic (graduate and undergraduate) transcripts, must be completed and sent to the Graduate School of Education, Office of Admissions, Campion Hall 103, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses a special student may take outside his or her degree program, no more than four (12 semester hours) courses, if appropriate, may be applied toward a degree program in the Graduate School of Education. Courses taken as a special student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Financial Aid

For a full description of available financial aid, please refer to the University section of this catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in master's and doctoral programs in the School of Education. Graduate assistantships, particularly for students pursuing doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in Education.

The M.A. program in Mental Health Counseling provides partial tuition scholarship.

The *Donovan Teaching Scholars* program was established in 1991 to identify and support highly qualified students entering the teaching profession through one of our graduate certification programs. The program was created in honor of Rev. Charles F. Donovan, S.J., founding Dean of

the School of Education, whose concern for excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation. The program is designed to prepare students from a variety of liberal arts and sciences backgrounds who are interested in urban education. It requires no previous course work in education. In addition to regular financial assistance available to all graduate students, a special tuition award is offered to Donovan Scholars.

The *TEAM Award* is a scholarship program that offers varying amounts of tuition remission to academically talented American minority students pursuing master's level teaching, school counseling, and school administration programs. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals in the nation.

Some Graduate School of Education students also are eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in doctoral programs.

The *Administrative Fellows in Higher Education* program provides financial assistance to qualified students, mainly at the doctoral level, who are enrolled in Higher Education. These fellowships include a stipend and tuition remission, and the opportunity to work closely with a senior administrator at Boston College. Information and applications are available to Higher Education doctoral and masters' applicants from the School of Education Graduate Admissions Office.

Financial aid is also available in some Special Education programs through paid experiences in schools or through Federal Grant support.

Applications mailed from the Graduate Admissions Office in the School of Education include a special application for *graduate assistantships*. This application should be returned with the admissions application and a resume and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's Department office. Students are contacted if their application for an assistantship has been selected.

Current students seeking *graduate assistantships* should apply through their Departmental office. The Curriculum, Administration, and Special Education Office is Campion 209 and the Counseling, Developmental Psychology, and Research Methods Office is Campion 309. Current students must apply for graduate assistantships by March 15 of each year.

Students With Disabilities

It is the goal of the Graduate School of Education to successfully prepare for the receipt of a degree and state certification or licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate handicapped persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any

reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek certification or licensure so long as such accommodation does not result in waiver of competencies required for graduation, certification, or licensure.

Certification, Licensure and Program Accreditation

Many of the Curriculum and Instruction programs offered by the Graduate School of Education have been designed to comply with current standards leading to professional certification for educators in the state of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Certification Compact (ICC), a program of study preparing for educator certification in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for certification in most other states. Certification is granted by the state, and requirements for certification and licensure are subject to change by the state. Especially in the cases of out-of-state students, it is the responsibility of the student to plan a program that will lead to certification in a given state. The Graduate School of Education Office of Professional Practicum Experiences, Campion 135, can help with most teacher, administrator, and school counselor certification questions.

The doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. Degree programs in Counseling Psychology provide many of the professional education prerequisites for licensure in most states, including Massachusetts. The M.A. in Mental Health Counseling leads to licensure in many states and the M.Ed. in School Counseling leads to certification in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure to ascertain those requirements. The CDPRM office can help with questions about licensure in counseling at the master's and doctoral level.

Student Teaching Abroad

International student teaching opportunities are available for students in teacher preparation programs in the Graduate School of Education. Placements are available in England, Scotland, Switzerland, France, Ireland, Spain, and the Netherlands. In addition, there are placement opportunities on Native American Reservations in Arizona.

Degree Programs

The Graduate School of Education offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., D.Ed., and Ph.D. degrees. Graduate programs serve a dual purpose: (1) research—preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations and in basic quantitative and qualitative research methodologies; (2) practice—preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

DOCTORAL DEGREE PROGRAMS

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. The Ph.D. is granted in the Graduate School of Education in the following areas: Counseling Psychology, Developmental/Educational Psychology, Curriculum and Instruction, Educational Administration, Educational Research, Evaluation, and Measurement, and Higher Education. A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. See the following descriptions for information about specific programs in the two departments in the Graduate School. Usually, students possess a Master's degree at the time of their admission to doctoral studies. Up to 30 graduate course credits earned for the Master's may be applied toward this minimum of 84. No more than 6 graduate course credits with grades of B or better, earned outside Boston College, and approved by the program director and Associate Dean, may be transferred and applied to the Ph.D.

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The doctoral program of studies should be designed by the student in consultation with his or her advisor during the first semester of course work, and a formal program of study filed in the Department and Associate Dean's offices.

Doctoral students in the Graduate School of Education, in addition to course work, complete comprehensive exams, pass a computer competency requirement, are admitted to doctoral candidacy, and complete a doctoral dissertation.

Program of Study

Students are responsible for filing a program of studies with their advisor, Department Chair, and the Associate Dean during the first semester of their studies. Prior to graduation the program of studies is compared with the student's transcript. The program must be completed in order for the degree to be conferred. A major field of concentration consisting of at least 54 graduate course credits must be included in the program of studies. One or two minor fields of concentration may be included, at least 9-12 graduate course credits constitute a minor. Six credits of dissertation-related course work are required (customarily the Dissertation Departmental Seminar and Dissertation Direction).

The "Research Sequence" on the Doctoral Program of Studies Form lists the specific departmental requirements. This form may be obtained in the office of the Associate Dean of the School of Education. The program of studies for Counseling Psychology students is available in the office of the Counseling, Developmental Psychology and Research Methods (CDPRM) Department, Campion 309.

Doctoral Handbook

Upon matriculation, all doctoral students must obtain a copy and assume responsibility for the contents of the Doctoral Handbook, available at

the office of the Associate Dean. The Handbook contains essential information regarding all procedures to be followed within the doctoral program. Students should also consult the specific program handbook available in the Department offices.

Residence

The goal of the residency requirement is to insure that a doctoral student experiences total immersion in the scholarly community of the university. Residence is defined as two consecutive semesters of one academic year during which the student is registered as a full-time student (four courses per semester) at the university. One year of full-time residence, defined as 12 credit hours of course work in each of two consecutive semesters, is required. Doctoral students in Counseling Psychology are required to complete three years of full-time residency. A plan of studies that meets the residency requirement must be arranged by the student with the Department. Students who hold graduate assistantships fulfill the residency requirement with two courses per semester for two consecutive semesters. The residency requirement is not satisfied by Summer Session attendance.

Computer Competency Requirement

Students must demonstrate competence in the use of computers. The form that documents such competencies is available from Campion 101, and Department offices.

Comprehensive Examinations

Doctoral students are required to complete a comprehensive examination. The comprehensive examination is administered by the student's program faculty and the student ought to consult with the faculty in each specific program regarding comprehensive examination requirements. Normally comprehensive examinations are taken following the completion of course requirements. During the semester in which the student is taking the comprehensive examination, he/she should register for *Doctoral Comprehensives*, ED/PY 998.01. No course credit is granted for Doctoral Comprehensives registration. Student eligibility to take the doctoral comprehensive examination is determined by the Program faculty and department Chairperson. The following grades are assigned to Comprehensive examinations: Pass With Distinction (PwD), Pass (P), and Fail (F). One of these three grades is recorded on the student's transcript. Generally within two weeks following the scoring of the examination, the Associate Dean's Office will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again, not sooner than the following semester, and at a time designated by the Department. In the case of a second failure, no further attempt is allowed.

Admission to Candidacy

The student who has passed the comprehensive examination and satisfied all requirements except the dissertation attains the status of "Doctoral Candidate." Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

GRADUATE SCHOOL OF EDUCATION**PROGRAM AND DEGREE OFFERINGS**

	M.A.	M.ED.	M.A.T.	M.S.T.	C.A.E.S.	PH.D.	D.ED.
Department of Counseling, Developmental Psychology and Research Methods (CDPRM)							
Counseling Psychology	✓					✓	
Developmental & Educational Psychology	✓				✓	✓	
Educational Research, Measurement & Evaluation		✓				✓	
Early Childhood Education	✓	✓					
Department of Curriculum, Instruction and Special Education (CASE)							
Elementary Education		✓					
Secondary Education		✓	✓	✓			
Reading Specialist		✓			✓		
Low Incidence Special Needs (Severe Special Needs, Visually Handicapped Studies, Multi-handicapped and Deaf/Blind)		✓					
Moderate Special Needs		✓			✓		
Curriculum & Instruction		✓			✓	✓	
School Administration		✓			✓	✓	✓(PSAP)
Catholic School Leadership		✓			✓		
Higher Education Administration	✓					✓	

Ethical Research with Human Subjects Review

Students in the Graduate School of Education who are completing research, including their doctoral dissertation, are required to complete the Human Subjects Research Review form available from the office of the Associate Dean. Students are required to submit this form with any research they conduct. The Human Subjects Research Review form is reviewed by the Human Subjects Ethical Research Review Committee. Following a review, the student is sent a letter approving the research or delineating the changes that the student must make to conform with the ethical guidelines for research with human participants. Students should consult the Ethical Principles of the American Psychological Association and the American Educational Research Association before completing their research design.

Dissertation

Each doctoral candidate is required to complete a dissertation that is the result of original and independent research and demonstrates advanced scholarly achievement. The subject of the dissertation and the members of the doctoral dissertation committee must be approved by the Office of the Associate Dean and the faculty dissertation committee. The research is performed under the

direction of a faculty member who serves as chairperson of the dissertation, as well as at least two readers. The dissertation manuscript must be prepared according to the style and requirements of the Graduate School of Education. Information on these requirements is available in the Department Offices and the office of the Associate Dean.

Acceptance of the Dissertation

After a student has been admitted to candidacy, a dissertation committee, approved by the Associate Dean, judges the substantial merit of the dissertation. The dissertation committee includes the major faculty advisor as Chairperson and at least two additional members of the Graduate School of Education or others qualified as Readers.

The dissertation is defended by the candidate in a public oral examination.

Official approval by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the office of the Associate Dean. The submitted dissertation becomes the property of Boston College but the University does not limit the author's right to publish the results.

Doctoral candidates should report to the office of the Associate Dean by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures. Students should consult the University Calendar for deadlines relevant to graduation.

Time Limit and Leave of Absence

All requirements for the doctoral degree must be completed within eight consecutive years from the beginning of the doctoral studies. Extension beyond this limit may be made only with the prior approval of the Office of the Associate Dean. Students enrolled in a degree program who do not register for course work, Dissertation Direction, Doctoral Comprehensives, or Doctoral Continuation in any given semester must request a leave of absence for that semester. Leaves of absence are usually not granted for more than two semesters at a time. Students must obtain a *Leave of Absence Form* from the Office of the Associate Dean for approval. Leave time normally is not considered a portion of the total time allotted for the degree completion. Students must file a *Re-admission Form* with the Office of the Associate Dean at least six weeks prior to the semester in which they expect to re-enroll.

DOCTOR OF EDUCATION DEGREE

The Doctor of Education professional degree is granted in the Professional School Administrators Program (PSAP). A description of this program is contained under the section describing programs in the Department of Curriculum, Administration, and Special Education. Students receiving the D.Ed. must complete an approved program of studies within eight years, demonstrate computer competence, pass a comprehensive exam and complete a doctoral dissertation based on original research. These requirements are described in the preceding section on requirements for the Ph.D.

CERTIFICATE OF ADVANCED EDUCATIONAL SPECIALIZATION (C.A.E.S.)

A Certificate of Advanced Educational Specialization is a terminal degree available in selected areas of study, providing students with opportunities to build on prior graduate work. The C.A.E.S. involves a planned program of study consisting of at least 30 credit hours beyond the Master's degree. Comprehensive examinations are required. Programs of study should be planned with appropriate program coordinators and must be completed within five years.

MASTER'S DEGREE PROGRAMS

Candidates for the Master's degree must be graduates of an accredited college or university. In very rare cases based upon an applicant's academic record or test scores, acceptance may be conditional with the approval of the Associate Dean. Students admitted conditionally are evaluated by the Department and recommended to the Associate Dean for approval after the first semester of course work or after earning a minimum of six credits. Students who have met their condition are notified of this in writing. Students who have not met their condition are not matriculated into the program.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the areas of Early Childhood Teaching, Elementary Teaching, Secondary Teaching, Educational Research, Measurement and Evaluation, Reading/Literacy Specialization, Curriculum and Instruction, School Administration, and Special Education (Moderate Special Needs or Low Incidence Special Needs). Low Incidence Special Needs students may further specialize in Educator of the Visually Handicapped or Multi-handicapped and Deaf/Blind. Areas of specialization are detailed in the program descriptions below. Middle School certification is possible and primarily available to Secondary Education students. Students seeking this level of certification should consult the Program Advisor for Secondary Education or the Assistant Dean for Students.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major or minor in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want

to earn an additional area of expertise and/or certification.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, Latin and Classical Humanities, History, Mathematics, French, and Spanish. Programs are described under the section on programs in Curriculum, Administration, and Special Education (CASE) Department.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the areas of Counseling, Developmental/Educational Psychology, Early Childhood Specialist, and Higher Education. These programs are described in the section on programs in Counseling, Developmental Psychology and Research Methods (CDPRM), and Curriculum, Administration, and Special Education (CASE) Departments.

Course Credit

A minimum of thirty graduate credits is required for a Master's degree. Specific programs may require more than this number. No formal minor is required. No more than six graduate credits of B or better, approved by the School, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Associate Dean's Office. In the first semester of matriculation, students must complete a program of studies in consultation with the student's advisor. Program of Studies forms are available in the Department offices. These forms must be approved and filed in the Department and Associate Dean's offices.

Master's Comprehensive Examination

A candidate for a Master's degree in the Graduate School of Education must pass a comprehensive examination. The nature and content of the examination are determined by the program faculty. Each candidate should consult with his or her major program faculty to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place with the individual Departments (Campion 209 or Campion 309). The following grading scale is used: Pass With Distinction (PwD), Pass (P), and Fail (F). Generally within two weeks, notifications of examination results are sent to the Registrar's Office and the individual student. A candidate who fails the Master's comprehensive examination may take it only one more time. Students who have completed their course work should register for *Interim Study* (ED/PY 888.01) each semester until they complete their comprehensive examinations. Only the registration fee and the activity fee are charged during this period. No credit is granted. Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. General Graduate School of Education requirements regarding credits, time limit and courses for the Master's program are applicable to these degrees.

Time Limit and Leave of Absence for Master's Students

A student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with writ-

ten approval of the Associate Dean. Students must apply for a leave of absence for a semester in which they are not registered for course work or for *Interim Study*. Leaves of absence are not normally granted for more than two semesters at a time. Students may obtain the *Leave of Absence Form* from the Office of the Associate Dean. A leave of absence usually does not affect the total time limit for the attainment of the degree. Students must file the *Readmission Form* with the Office of the Associate Dean at least six weeks prior to the semester in which they expect to re-enroll.

Ethical Review of Research with Human Subjects

Students conducting research with human subjects are required to fill out the form for Ethical Review of Human Subjects as described in the previous section under *Doctoral Degree Programs*.

Fifth Year Programs

Academically superior students may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. The master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the master's program. None of the 38 courses required for the bachelor's degree can be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. Therefore, the Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth year programs are available in various areas including Elementary, Early Childhood or Secondary Education, Moderate Special Needs, Intensive Special Needs, Visually Handicapped Studies, Higher Education, and Human Development. At present, there is limited Federal financial assistance for some graduate programs in Special Education.

Students interested in a Fifth Year Program should consult with the appropriate program coordinator early in their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work joint master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year.

ACADEMIC REGULATIONS

Academic Integrity

Students in the Boston College Graduate School of Education are expected to have the highest standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Graduate School of

Education. Cases involving departure from standards of academic integrity, ethical professional conduct, or ethical research shall be referred to the Associate Dean for adjudication. Students are expected to conform with the American Psychological Association's Ethical Principles and the Principles of the American Educational Research Association in their research and professional practice. Documents describing these principles are available in the office of the Associate Dean.

Grades

In each graduate course in which a student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, or I. The high passing grade of A is awarded for superior work. The ordinary passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and may be put on academic probation. A subsequent grade of C or a subsequent F in an elective course may be grounds for dismissal from the School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Graduate School of Education.

Courses at the graduate level that are taken on a Pass/Fail basis are generally not applied to a graduate program. Application of Pass/Fail grades to a graduate program requires approval of the Associate Dean.

Deferred Grades

A faculty member may assign a grade of J for courses that continue beyond the normal semester period. Such courses may include *Internship*, *Dissertation Direction*, and *Student Teaching*.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for the course may, with adequate reason and the permission of the faculty member, receive an I (Incomplete). Except for extraordinary cases the grade of Incomplete shall not stand for more than four months. A student's financial aid may be jeopardized if he or she has Incompletes for more than four months. A grade of I standing for more than four months may turn to a grade of F. Students with graduate assistantships may not carry any incompletes.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request a transfer of credit of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better and which have not been applied to a prior degree will be accepted. Credit received for courses com-

pleted more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of credit forms, which are available from the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's Advisor and the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School of Education and have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise. In order to apply to the program of studies, courses must be approved by the advisor.

Graduation

Students should consult the University section of this catalog for information on graduation. Students must register for graduation and complete all requirements for the degree by the date established in the University calendar.

CENTER FOR THE STUDY OF TESTING, EVALUATION AND EDUCATIONAL POLICY (CSTEAP)

In July, 1980, the Center for the Study of Testing, Evaluation, and Educational Policy was established to meet the measurement, research, and evaluation needs of local education agencies as well as those of government agencies, private foundations, and private corporations. The mission of CSTEAP is to advance the study of educational testing, evaluation, and policy so as to improve both the quality and the fairness of education. CSTEAP is presently directing the Third International Mathematics and Science Study (TIMSS) which is measuring student proficiency in mathematics and science at three age levels in over 50 countries. CSTEAP is also directing the Urban District Assessment Consortium (UDAC) project that is developing new school-based assessment methods. CSTEAP recently completed a study funded by the National Science Foundation on the impact of mandated testing programs on curriculum and instruction in elementary and secondary mathematics and science education, with a particular emphasis on the impact on teachers with large percentages of minority students.

INTERNATIONAL CENTER FOR HIGHER EDUCATION

Established in 1995, the Center is a research and service agency providing information and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World. Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context, a book series on higher education, the maintenance of an international data base of administrators, policy makers and researchers in the field of higher education, and sponsoring international conference on higher education issues. Visiting

scholars from Jesuit universities worldwide are occasionally in residence at the Center. The International Resource Center for Jesuit Higher Education works closely with the Higher Education Program. It also brings to the School of Education an international consciousness and focus.

PROGRAMS IN COUNSELING, DEVELOPMENTAL PSYCHOLOGY AND RESEARCH METHODS (CDPRM)

Department Chairperson: *Dr. Mary Walsh*

Details of the available graduate programs in this area are provided in the descriptions that follow and in the handbooks available in the CDPRM office.

Programs in Counseling Psychology

Programs in Counseling Psychology have as a mission the preparation of counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Master of Arts in Counseling

Advisor: *Dr. James Mahalik*

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 48 semester hour program, and the School Counselor sequence is a 36 semester hour program. The first year of both sequences is devoted to course work. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in summer session classes offered by the program between their first and second years in order to complete their degree program in the two-year time period. The second year of the program includes a full-year half-time practicum/internship placement and the completion of remaining academic requirements.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their Master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), the National Council for Accreditation of Teacher Education (NCATE), and the Massachusetts

Department of Education. This sequence is designed to meet the educational requirements for certification in the state of Massachusetts and other states accepting ICC and NCATE approvals. Certification is granted by the State Department of Education and requirements are subject to change by the state.

The Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the State of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the State.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (Grades N-9) or the middle/high school track (Grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

In their second year of the M.A. program in Counseling, students spend two semesters working half-time in a field placement. The field placement usually requires two to three days per week during regular work hours. Students unable to meet this requirement should not apply to the program. For the Mental Health Counselor sequence, students spend a minimum of 700 clock hours in their field placement (which includes practicum and internship). For the School Counselor sequence, students spend the required prepracticum and practicum in field placements that must be in a comprehensive school system. There are no waivers or exceptions to the above.

The list of specific courses required for each sequence is available in the CDPRM department office. Deadline for application is February 1.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

Director of Training: *Dr. Maureen Kenny*

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist and to develop a com-

mitment on the part of the student to the ethical and legal standards of the profession including sensitivity to individual, gender and cultural differences.

Doctoral applicants are required to have a Master's degree in Counseling or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a counseling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The deadline for completed applications for fall admission in Counseling Psychology is January 1 of that year. Admission decisions are made by April 15.

The entering doctoral student who has not completed all of the requirements for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: Scientific and Professional Ethics and Standards, Research Design and Methodology, Statistical Methods, Psychological Measurement, History and Systems of Psychology, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, Individual Differences, Professional Specialization.

During their first year, students should work with their advisors to complete a program of studies that must be filed both with Counseling Psychology and with the Associate Dean of the Graduate School of Education.

The Ph.D. in Counseling Psychology requires three years of full-time academic study and advanced practica, a year of full-time internship and the successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed earlier. The doctoral handbook is available in the Counseling, Developmental Psychology and Research Methods office.

Programs in Developmental and Educational Psychology

The theoretical orientation of the program in Developmental and Educational Psychology is lifespan developmental psychology. The programs are designed to develop expertise in theory, research and educational intervention with children, adolescents and adults.

Three degrees are offered: The Master's degree in Developmental and Educational Psychology, with options in developmental and educational psychology; early childhood specialist; a C.A.E.S. and the Ph.D. in Developmental and Educational Psychology. See the CASE Depart-

ment descriptions for the certification in Early Childhood program.

Master's Program in Developmental and Educational Psychology

Students in all master's options must take PY 414 Learning: Theories, Research and Strategies and PY 416 Child Psychology as their core within the Program.

Developmental and Educational Psychology (M.A.) Option

Advisor: *Dr. John Dacey*

This option focuses on the unique characteristics, crises and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of lifespan development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure or certification. Those possessing a degree in this option are employed in a number of developmentally oriented settings, e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals. Graduates also serve as educational instructors and/or consultants in these settings.

Required Courses:

- PY 414 Learning: Theories, Research and Strategies
- PY 415 The Psychology of Adolescence
- PY 416 Child Psychology
- PY 417 Adult Psychology
- ED/PY 460 Interpretation and Evaluation of Research

The remaining 5 courses are electives, one chosen from the list of seven in the program handbook, and four and may be chosen from Education, Management, Psychology or Social Work. The program is designed to maintain maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design programs that should be completed in the first semester of matriculation. A student handbook is available in the CDPRM office, which details the elective option.

Early Childhood Specialist (M.A.) Option

Advisor: *Dr. Beth Casey*

The Early Childhood Specialist option prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally, as well as a specific concentration on young children. In addition students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 615, 520, or 542).

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director

of day-care and early intervention programs, or member of multi-discipline teams in research, government and hospital settings. This program does not lead to certification. Those interested in certification should choose the Early Childhood Teacher option. A list of required courses is available from the CDPRM Department office.

An Early Childhood Teacher Certification Option (Pre-Kindergarten through Grade 3) is listed under programs in Curriculum, Administration, and Special Education.

Doctoral Program (Ph.D) in Developmental and Educational Psychology

Program Coordinator: *Dr. Penny Hauser-Cram*

The doctoral program in Developmental and Educational Psychology educates both researchers and practitioners. The program faculty are committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, ethnicity and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in underserved communities is a major focus. The faculty bring four areas of specialization to these central themes: (1) early childhood with a focus on the development of social competency and critical thinking skills, (2) cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications, (3) ethical decision making and values and character formation, and (4) the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture. The range of careers available to Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, consultation and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition students develop expertise in the following areas: social, affective and cognitive development, individual differences, cognition and learning, cultural context of development, research methods, and statistics.

Courses that satisfy these requirements are listed in the doctoral handbook for Developmental and Educational Psychology available in the Counseling, Developmental Psychology and Research Methods Office.

Programs in Educational Research, Measurement and Evaluation

Coordinator: *Dr. Peter W. Airasian*

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foun-

dations, local education agencies, state and regional educational organizations, and in research and development centers.

Master of Education in Education and Research Measurement and Evaluation

Program Advisor: *Dr. Peter W. Airasian*

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Requirements:

ED/PY 460 Interpretation and Evaluation of Research

ED/PY 468 Statistics I

ED/PY 469 Intermediate Statistics

At least three of the following should be taken:

ED/PY 462 Assessment and Test Construction

ED 466 Models of Curriculum and Program Evaluation

ED 467 Practical Aspects of Curriculum and Program Evaluation

ED/PY 565 Quantitative Data Collection Procedures: Theory and Practice

ED/PY 851 Qualitative Research Methods

- The M.Ed. student will also generally take at least one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

Ph.D. in Educational Research, Measurement and Evaluation

Coordinator: *Dr. Peter W. Airasian*

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection and analysis of data. Training and experience are provided in the use of computers in statistical analysis. Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Knowledge of a computer language is required of all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements

In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following Core courses will usually be included in each program:

ED/PY 664 Design of Experiments

ED/PY 667 Introduction to Multivariate Statistical Analysis

ED/PY 668 Topics in Multivariate Statistical Analysis

ED/PY 669 Psychometric Theory

ED/PY 829 Design of Research

ED/PY 851 Qualitative Research Methods

ED/PY 860 Survey Methods in Educational and Social Research

ED/PY 861 Construction of Attitude and Opinion Questionnaires

ED/PY 960 Seminar in Educational Research and Measurement

PROGRAMS IN CURRICULUM, ADMINISTRATION, AND SPECIAL EDUCATION (CASE)

Department Chairperson: *Dr. John F. Savage*

Programs in Curriculum, Administration, and Special Education (CASE) prepare educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop the sound understanding, practical skills, ethical values and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing. Details of the available graduate programs in this area are provided in the descriptions that follow.

Areas of Concentration

Programs and courses in CASE are designed to prepare educators in the areas of elementary and secondary teaching, including special education, and in the areas of school administration and higher education. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private. Boston College has earned a distinguished reputation for preparing outstanding teachers in theoretical and practical dimensions of instruction. Programs in Educational Administration prepare students for leadership positions in school systems, and programs in Higher Education prepare students to assume administrative roles in post-secondary institutions. The Catholic School Leadership Program offers special opportunities for administrators committed to Catholic Schools.

Certification

Boston College offers programs designed to prepare students for certification at the Master's, C.A.E.S., and Doctoral levels. A student seeking certification must be admitted as a degree candidate. Programs are approved by the Interstate Certification Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to certification outside Massachusetts.

Teacher preparation programs lead to Massachusetts provisional certification with advanced standing and standard certification. Certification

regulations are set by the state and are subject to change. Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled. Students who plan to seek certification in states other than Massachusetts should check the certification requirements in those states.

Following is a list of certification areas and the Program Advisor for each.

Early Childhood: *Dr. Beth Casey*

Elementary Teaching: *Dr. Michael Schiro*

Middle School: *Sr. Maryalyce Gilfeather*

Secondary Teaching: *Dr. John Savage*

Teacher of Students with Special Needs: *Dr. Alec Peck*

Teacher of Students with Low Incidence Handicaps: *Dr. Richard Jackson*

Consulting Teacher of Reading: *Dr. Lea McGee*

Supervisor/Director: *Dr. Joseph M. O'Keefe, S.J.*

School Principal: *Dr. Joseph M. O'Keefe, S.J.*

Practicum Experiences

Practicum experiences are an essential part of the curriculum in certification programs and should be planned with the respective program coordinator early in the student's program. All field experiences are arranged through the Office of Professional Practicum Experiences, and applications for all placements must be made during the semester preceding the one in which it is to occur. Application deadlines for full practica are October 30 for spring assignments and March 15 for fall assignments. Application deadlines for pre-practica will be posted outside the Office of Professional Practicum Experiences in April for fall pre-practica and in November for spring pre-practica.

The following are prerequisites for students who are applying for practica and clinical experiences:

- grade Point Average of "B" or better, (3.0 or above);
- completion of required pre-practica or waiver from the Director of the Practicum Office;
- completion of 75% of the course work related to CORE Education courses;
- registration in the Office of Professional Practicum Experiences.

Field experiences for certification combine a provisional practicum and a clinical experience. The provisional practicum is normally taken in tandem with the clinical experience. Placement sites for field experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these facilities. In addition to the local field sites, a limited number of placements in teaching are available in out-of-state and international settings, including an Arizona Indian reservations, Great Britain, Ireland, Switzerland, Spain and France.

The Office of Professional Practicum Experiences arranges field placements only for students enrolled in good academic standing in teacher certification degree programs.

Master's Degree Programs

The Master of Education degree (M.Ed.) is offered with specialization in curriculum and instruction, Early Childhood teaching, elementary

teaching, secondary teaching, special education, school administration and supervision, reading instruction, and Catholic School Leadership. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) degrees are offered with specialties in secondary education. The Master of Arts degree (M.A.) is offered in the area of higher education, with concentrations in either administration or student development. The following is a description of each degree program. Further program information can be acquired by contacting the program advisors.

Curriculum and Instruction

Advisor: *Dr. Michael Schiro*

The Master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Two basic courses are required:

- ED 421 Instructional Theory
- ED 436 Curriculum Theories and Practice (for beginning students) or ED 720 Curriculum Theory and Philosophy (for advanced students)

The remaining courses are planned in consultation with the advisor to meet each candidate's career goals and needs. Programs usually consist of course work and related experiences in issues in curriculum and instruction, program evaluation, and areas of academic specialization. Candidates have considerable flexibility in combining areas of study.

This degree program does not lead to certification.

Early Childhood Teacher

Advisor: *Dr. Beth Casey*

The Early Childhood Teacher program is appropriate for those students without elementary school certification who wish to be prepared to teach normal and moderately handicapped children in regular settings, pre-kindergarten through third grade. Students are advised that certification is granted by the State Department of Education and requirements are subject to change by the state.

All students are required to complete a total of 38 credits. These courses include foundation courses, a special education course dealing with children with special needs, methods courses, field-based prepracticum experiences, student teaching, and a course on family-school relations. A list of required courses is available from the CASE Department office.

For the practica, students may take their field placement at the preschool through third grade levels. At least 3 methods courses must be taken in conjunction with the field-based prepracticum.

Elementary Teaching

Advisor: *Dr. Michael Schiro*

The Elementary Teaching program is designed for students who wish to teach in first through grade six. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools and society.

The prerequisite for the program is a bachelor's degree with a liberal arts and sciences

or interdisciplinary major or the equivalent. The course of study for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the program advisor to ensure that both degree requirements and certification requirements are fulfilled.

Secondary Teaching

Advisor: *Dr. John F. Savage*

Students in secondary education can pursue either a Master of Education (M.Ed.) degree, a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). The choice of degree program is often determined by the amount of undergraduate course work in the subject area in which candidates plan to teach.

The M.Ed. program is designed for students who have completed a full undergraduate major in the subject they wish to teach. When students have completed an undergraduate major or 36 hours in the discipline, they are able to pursue a full graduate program in Education and build a stronger pedagogical base. The M.Ed. program involves a planned program of study consisting of courses in Education and Arts and Sciences, along with practicum experiences in schools.

The M.A.T./M.S.T. program usually consists of a balance of graduate courses in a subject area and graduate courses in Education, plus field experiences and a seminar. Students select courses in the discipline with an eye to certification requirements and areas of interest. Courses of study are carefully planned with a program advisor.

Special Education

The mission and purpose of programs in Special Education are the preparation of outstanding professionals to work with, or on behalf of, individuals with disabilities. Because programs in Special Education have been developed in conjunction with classroom teacher certification requirements, students complete course work that addresses professional standards common to all teachers.

The department offers two programs in Special Education. The Teacher of Students with Special Needs Program and the Low Incidence Disabilities Program.

Teacher of Students with Special Needs: Grades N-9 and 5-12

Advisor: *Dr. Alec Peck*

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is often available in the form of paid pre-practicum and practicum experiences in local school systems and in some private schools. Entry into the program can be at one of three levels:

Level I: Students with no previous background in education complete a sequence of courses leading to certification in Early Child-

hood, Elementary or Secondary Education prior to doing the program in Special Education.

Level II: Students already certified in Early Childhood, Elementary or Secondary Education complete the requirements for Provisional and Standard certificates in Special Education. Through careful planning of course work, it is also possible to obtain the Standard certificate in the chosen area of regular education. Full time students can usually complete the program in two semesters and two summers.

Level III: Students holding a Provisional certificate in regular and special education can complete a 30 credit hour program to obtain a Standard certificate. Programs are planned according to the student's experience and career goals.

Teacher of Students with Low Incidence Disabilities (Severe/Intensive Special Needs, Visual Impairments, and Deaf-Blind/ Multiple Disabilities)

Advisor: Dr. Richard Jackson

The following three program areas of emphasis are offered within the Low Incidence Disabilities Program:

Educator of Students with Visual Impairments

Advisor: Dr. Richard Jackson

This 36 credit Master of Education degree program leading to certification prepares teacher/consultants to work with, or on behalf of, blind or visually impaired children with unique visual needs. Graduates of the program function primarily as itinerant teacher/consultants. The program, which consists of specialty course work, advanced graduate course work, and multiple field experiences can be pursued on a full-time or part-time basis. Persons interested in pursuing this program of study should contact the program advisor for additional information related to the requirements and/or financial assistance.

Teacher of Students with Intensive Special Needs

Advisor: Dr. Nancy Zollers

This program prepares students to work with a spectrum of severely disabled students from pre-school through older adolescence in a variety of educational settings and leads to a Massachusetts certificate in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. For those students employed in approved Intensive Special Needs programs, practicum requirements may be completed within the work setting. The program of study expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with professional standards of the field.

Educator of Students with Deaf-Blindness and Multiple Disabilities

Advisor: Dr. Barbara McLetchie

Graduates of this program are serving individuals with deaf-blindness in a variety of roles throughout the United States and other countries. Practical experiences working with learners with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g., infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the specialty at one of two levels:

Level I: Students with no previous preparation in special education must complete a program of study to complete the requirements for certifica-

tion as a Teacher of Students with Intensive Special Needs.

Level II: Students with undergraduate majors and certification in Intensive Special Needs can complete a 37-credit hour sequence for the M.Ed. degree.

Educational Administration

Advisor: Dr. Joseph M. O'Keefe, S.J.

Recognizing the need for dynamic educational leadership in dramatically changing times, Boston College offers graduate programs in Educational Administration leading to certification as an assistant principal, principal, supervisor/director, administrator of special education, assistant superintendent, and superintendent. Certification in some of these areas may require study beyond the Master's degree level. Admission to all programs requires a minimum of three years of employment in a school-based or alternative instructional setting.

All programs of study in Educational Administration consist of core courses related to educational leadership and management, specific courses related to the particular certificate sought, and a practicum related to career objectives. Given changing certification requirements, students should carefully plan programs in consultation with program advisors to see that degree requirements and certification requirements are met.

Catholic School Leadership Specialization

Within the Educational Administration program, a special option is available for educators in Catholic schools. The Catholic School Leadership Program (CSLP) has been designed in response to an expressed need to assist Catholic school educators in their unique role of bringing new vision to Catholic schools. The program focuses on the theory and practice of sound administration and is enlivened by the hope of the Christian message.

Practicing or prospective administrators and interested teachers, lay or religious, may obtain a Master's Degree in Education (30 credits) or a Certificate of Advanced Educational Study.

Selected courses offered through the Theology Department, the Institute of Religious Education and Pastoral Ministry and the Graduate School of Management may be taken with the approval of the advisor.

Graduate Reading Program

Advisor: Dr. Lea McGee

The Graduate Reading Program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts certification standards for Teacher of Reading. The program conforms to the guidelines of the International Reading Association.

The program of study consists of foundation courses, courses in language and literacy, and field experiences as a teacher of reading. A classroom teaching certificate is recommended for admission into the program and for certification as a Teacher of Reading. Students should carefully plan programs in consultation with the program advisor to see that degree and certification requirements are met.

Higher Education

Advisor: Dr. Karen Arnold

The master's degree prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Finance and economics of higher education
- Organizational culture and change
- The academic profession

Core foundational courses are:

- ED/PY 460 Interpretation and Evaluation of Research
- ED 770 History and Philosophy of Higher Education
- ED 771 Organization and Administration of Higher Education
- PY 778 College Student Development
- ED 705 Education Law and Public Policy
- ED 975 Internship in Higher Education is required for students without experience in higher education administration or those seeking to explore alternative areas of professional specialization. Candidates see their program advisors for placements.

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

Certificate of Advanced Educational Specialization Programs

The C.A.E.S. is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional certification in a particular field. The following are the general areas of specialization and their respective advisors:

- School Administration and Supervision (including Catholic School Leadership Program)

Advisor: Dr. Joseph M. O'Keefe, S.J.

- Curriculum and Instruction

Advisor: Dr. Michael Schiro

DOCTORAL PROGRAMS

The doctoral program in Curriculum, Administration and Special Education is designed for people seeking leadership roles within a variety of educational settings. The program offers candidates flexibility in selection of courses, while providing them with the opportunity to develop strong leadership skills. The program offers three major areas of specialization: Educational Administration, Higher Education, and Curriculum/Instruction.

Educational Administration

This specialty is for students who aspire to leadership roles in educational administration and supervision. Specialization is offered in the areas of Supervisor/Director, Principalship, and Superintendent. Specializations also prepare students to work in administration and supervision positions in related areas such as business, government, social agencies and other educational agencies.

Professional School Administrator Program (PSAP)

Advisor: *Dean Gerald Pine*

The Professional School Administrator Program is a specifically designed doctoral program that leads to the Doctor of Education degree. Experienced school administrators selected for this program meet together over a three-year period and spend additional time on campus for their research and individual conferences.

The doctoral program in Educational Administration requires a research core and advanced-level courses in educational policy, leadership, curriculum, human resources management, and school administration. Practicum experiences may also be required, depending on a candidate's background of experience and area of certification. While certain core courses related to educational administration and leadership are required, doctoral programs of study are individually planned according to each candidate's needs and goals.

Higher Education

Program Coordinator: *Dr. Karen Arnold*

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including: administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; finance and economics of higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is a new initiative linking the Boston College higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provide a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a "core" of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Level I: Core foundational courses (12 credits)

ED 770 History and Philosophy of Higher Education

ED 771 Organization and Administration in Higher Education

ED/PY 778 College Student Development

ED 705 Education Law and Public Policy

Level II: Substantive focus in higher education and educational studies (15 credits). Courses in this tier include specialized electives in the CASE Department or elsewhere in the School of Education. The exact configuration of courses is determined through individual advisement according to the student's choice of specialization.

Level III: Methodology requirements (12 credits)

ED/PY 829 Design of Research

ED/PY 469 Intermediate Statistics (Note: students with no background in quantitative methods must take ED/PY 468 Statistics I prior to enrolling in ED/PY 469)

ED 851 Qualitative Research Methods

Other program requirements (9 credits)

ED 973 Seminar in Research in Higher Education (topical advanced doctoral seminar)

ED 988 Dissertation Direction (6 credits; can include 3 credits of ED 951 Dissertation Seminar)

Curriculum and Instruction

Advisor: *Dr. Michael Schiro*

The specialty in Curriculum and Instruction is for people who currently fill, or plan to assume, instructional leadership roles in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry and analysis necessary in the design, implementation, and evaluation of curriculum and its relationship to schools and public policy. There is a complementary emphasis on designing strategies for effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum development or teacher preparation in a specific subject area.

The program of study requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise to analyze and conduct research. Beyond required advanced-level core courses in curriculum and instructional theory and practice, programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional development, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to their areas of specialization.

Course Numbers and Meeting Times

All courses in the three hundred sequence (300-399) are open to both Master's students and advanced undergraduates. Courses in the three hun-

dred sequence cannot usually be used toward the C.A.E.S. or doctorate. Courses at the 400-600 level are usually considered master's or introductory doctoral level. Courses at the 700-900 level are doctoral courses. Courses carry either a PY, ED, or ED/PY prefix. Courses that are listed PY are Psychology courses in Education. Courses that are listed as ED are Education courses. Courses listed ED/PY may be taken as either Psychology in Education or Education courses.

Courses offered in the fall are so designated with "F"; spring with "S" and summer with "U." Every attempt has been made to indicate when courses that are not offered annually will be offered next. With some exceptions, graduate courses meet in the evening, either at 4:30 or at 6:30.

COURSE OFFERINGS

ED 300 Secondary and Middle School Science Methods (F: 3)

The course will provide an active, instructional environment that will enable each student to construct knowledge (skill, affective, and cognitive) that, in turn, will allow them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Work will include reflection on current research: reform movements from AAAS and NSTA; inclusionary practices; interactions with experienced teachers; firsthand experience with instructional technology; and review and development of curriculum and related instructional materials.

George Ladd

ED 301 Secondary and Middle School History Methods (F: 3)

This course will demonstrate methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies and evaluation. Students will be required to develop and present sample lessons and units for middle and secondary school learners. Substantial field work required.

Sara Freedman

ED 302 Secondary and Middle School English Methods (F: 3)

This course covers topics and concerns for the teaching of English at the middle and secondary school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered.

The Department

ED 303 Secondary and Middle School Language Methods (F: 3)

This is a review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audio-visual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

Rebecca Valette

ED 304 Secondary and Middle School Math Methods (F: 3)

This course is designed to prepare the student for teaching in the middle and secondary school. It includes topics such as classroom practices, lesson planning, classroom management and assessment of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. *The Department*

ED 307 Teachers and Educational Reform (S: 3)

This course will examine the literature on the reform of education, paying particular attention to the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. By permission only. *George Madaus*

PY 314 Psychology of Self-Control (F: 3)

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. What does it mean to say I control me? How does self-control change with age? Methods for improving self-control will be demonstrated in detail. Implications for education and psychology will be covered. *John Dacey*

ED 316 Teaching Process and Content in Early Education (S: 3)

This course addresses early education teaching methods with a focus on teaching both the content and the critical thinking strategies that are important for the formulation of young children's roles as early learners. The integration of social studies content with other early childhood curriculum areas will be incorporated into the content component of the course. The development of teaching strategies for the facilitation of critical thinking skills in children (such as problem-solving and planning and organizational skills) will be addressed in the process component of the course. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, health, and physical education. *Beth Casey*

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (S: 3)

The Department

ED 343 Reform and Innovation in the Middle School (U: 3)

In this course, students will examine current models of reform and innovation in American middle schools as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services. *The Department*

ED 346 Teaching Bilingual Students (U: 3)

This practical course deals with fostering dual language capabilities through a bilingual-ESL approach. Topics include planning for instruction from the dual perspective of language and content, strategies for language development in heterogeneous settings, multicultural curriculum development and implementation, as well as the importance of cultural and language maintenance to identity development. *The Department*

ED 363 Children's Literature (F, S: 3)

This course examines the role of using literature and writing across the curriculum (K-12). Contents include selecting and evaluating literature for children and adolescents, understanding genre and author, reading and writing in content areas, and constructing integrated thematic instructional approaches. *Lea McGee*

ED 371 Human Stress Response (U: 3)

This course explores the biopsychosocial aspects of the human stress response from a developmental as well as situational perspective. Stress theories are presented from Selye to Mitchell (critical incidence stress). Stress reactions of children, adolescents and adults are reviewed across a wide spectrum from more routine reactions to child abuse, grief and combat (post-traumatic stress). *The Department*

ED 374 Management of the Behavior of Students with Severe Special Needs (F, U: 3)

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to classical and operant conditioning; principles of reinforcement; management programs for increasing and decreasing the reinforcement and frequency of behaviors; schedules of reinforcement; and ethical and responsible use of applied behavior analysis procedures. Heavy emphasis is placed on the practice of systematic data collection and its ongoing use in classrooms. Use of a word processor and graphing of behavioral data on a computer is required as part of the final project. *Prepracticum required (25 hours).* *Alec Peck*

ED 380 Functional Implications of Vision Pathology (F: 3)

This course examines the educational implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course prepares students to interpret ophthalmic, optometric, and clinical low vision evaluation reports. Students are also prepared to design and carry out functional low vision assessment protocols. An overview of systems for vision stimulation, sight utilization and visual skills training is included. This course contains a prepracticum requirement in functional vision assessment. *Prepracticum required (25 hours).* *Richard Jackson*

ED 384 Teaching Strategies for Students with Multiple Disabilities (S: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in

teaching individuals who have multiple disabilities, including deaf-blindness. The areas of gross motor, fine motor, self-care, functional and age-appropriate programming are emphasized. The medial management of individuals with disabilities and the role of the educator in the transdisciplinary team are included. Students should be prepared to participate in a one-day-per-week field placement. *Practicum required (25 hours).* *Nancy Zollers*

ED 386 Introduction to Sign Language and Deafness (F, S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger spelling and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are presented. *The Department*

ED 387 Intermediate Sign Language and Deafness (S: 3)

Prerequisite: ED 386

An intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are presented. *The Department*

ED 389 Assessment of Students with Low Incidence Disabilities (F: 3)

The assessment process, including norm-referenced and criterion-referenced devices for students with severe handicapping conditions, is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and environmental inventories are addressed. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required in this course. *Prepracticum required (25 hours).* *Nancy Zollers*

ED 398 Working with Families and Human Service Agencies (F: 3)

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of disabling conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior management programs, and preparation of parents as teachers. A respite care field experience is required of students. *Prepracticum required (25 hours).* *Alec Peck*

ED 403 Philosophy of Education (S: 3)

This is an introduction to the philosophy of education, understood both as a systematic body of thinking about teaching and education and, especially, as a process of analyzing arguments about teaching and education. *The Department*

ED 407 Secondary Curriculum and Instruction (F, S, U: 3)

This course is designed to introduce prospective secondary teachers (1) to the complexities of the work of secondary school teachers within specific, diverse communities; (2) the historical development of the secondary schools and their curriculum and the controversies that continue to affect their development; (3) to the research base for developing, implementing, and evaluating effective

tive teaching and assessment methods to a variety of learners in diverse settings; and (4) to a process of critically and continuously reflecting on how teachers' beliefs, attitudes and experiences affect their teaching throughout their teaching lives.

Sara Freedman

ED/PY 410 Statistics for Behavioral Research (U: 3)

Introductory statistical analysis in behavioral science research includes methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

James Mahalik

ED 411 Teaching Learning Strategies to Low Achieving Students (U: 3)

This full-time institute is designed for regular teachers through post-secondary levels, special educators, reading specialists and Chapter 1 teachers and others focused on teaching low achieving students to become independent learners by employing their own strategies to understand and solve their learning problems. The learning strategies are conceptually rooted in cognitive psychology and have been developed and field tested over the past 12 years as a Strategies Intervention Model (SIM) at the University of Kansas, Institute for Research in Learning Disabilities.

John Junkula

Jean Mooney

ED 413 Models and Methods in Early Education (F: 3)

The major models of early childhood education, including the Montessori Method, the Developmental-Interaction Approach, Direct Teaching, and Piaget-based models will be presented and discussed in this course. Models and methods useful for inclusion, early intervention, child care, and parent involvement will also be reviewed and discussed. The course will focus on the ways in which different models address the individual, social and cultural differences that young children bring to the learning environment. Students are encouraged to explore their own model of early childhood education. There will be a specific curricular focus on science education and the presentation of science concepts in different models. Science lab sections will meet regularly.

Martha Bronson

PY 414 Learning: Theories, Research and Strategies (S: 3)

Basic principles of learning (overview, definitions, research) theories representing the associationist and cognitive traditions, problem solving and thinking skills are included.

William Kilpatrick

PY 415 The Psychology of Adolescence (S: 3)

This is an analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

The Department

PY 416 Child Psychology (F: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence is discussed within the framework of contemporary theories of child growth.

The Department

PY 417 Adult Psychology (F: 3)

Life cycle theory; psychological needs; physiology; inter-personal relations; androgyny; sex roles and sexuality; vocational needs; family life; integrity and aging; facing death realistically.

William Kilpatrick

PY 418 Applied Developmental Psychology Emphasis on Child (F, U: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

ED 419 Early Childhood Provisional Practicum (F, S: 3)

ED 420 Elementary Provisional Practicum (F, S: 3)

ED 428 Secondary Provisional Practicum (F, S: 3)

ED 491 Deaf-Blind and Multiple Disabilities Provisional Practicum (F, S: 3)

ED 504 Special Needs Provisional Practicum (F, S: 3)

ED 505 Visian Provisional Practicum (F, S: 3)

ED 510 Middle School Provisional Practicum (F, S: 3)

ED 613 Severe/Intensive Provisional Practicum (F, S: 3)

ED 725 Reading Provisional Practicum (F, S: 3)

Prerequisite: Successful completion of all required pre-practicum field assignments and courses.

These are a semester-long provisional practica five full days per week (at least 20 hrs./wk.) for graduate students in certification programs. Placements are made in selected area, international, or out-of-state and non-school sites. This is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences the semester preceding the practicum.

By arrangement

Carol Pelletier

ED 421 Theories of Instruction (F: 3)

This is an in-depth review of modern instructional models classified into selected families with regard to their perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models purported in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based on personal experiences, reflection on current research, and issues central to the education of all learners.

George T. Ladd

ED 422 Secondary Internship (F, S: 3)

ED 427 Low Incidence Internship (F, S: 3)

ED 501 Special Needs Internship (F, S: 3)

ED 577 Elementary Internship (F, S: 3)

ED 702 Reading Internship (F, S: 3)

Prerequisite: Successful completion of all required pre-practicum field assignments and courses

These are a semester-long field assignments (300+ clock hours) five full days per week for employed professionals in educational settings. Apply to the Office of Professional Practicum Experience. *By arrangement.*

Carol Pelletier

ED 429 Graduate Pre-Practicum (F, S: 1)

This is a field lab for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites.

Carol Pelletier

Practica and Clinical Experiences Deadlines: March 15 for fall practica and October 30 for spring practica. *Prepractica Deadlines:* When you register for prepractica, you must also submit a complete prepractica application to the Practica Office, Campus 135.

ED 434 Mathematics For Elementary School Teachers (U: 3)

Topics relevant to the National Council of Teachers of Mathematics Curriculum and Evaluation Standards K-6 are covered in a lecture, discussion and workshop format. Includes meaningful use of manipulatives, visual representations of concepts and operations, teaching mathematics through children's literature, teacher-made games, and computers in elementary school mathematics. Open only to teachers who have received certification or who have taught for at least one year.

Michael Schiro

ED 435 Social Contexts of Education (S, U: 3)

This course will examine the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

Sara Freedman

ED 436 Curriculum Theories and Practice (S, U: 3)

This course asks teachers to analyze the philosophical underpinnings of educational practices. It also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. This course is designed for individuals advanced in their professional development.

Michael Schiro

ED 437 Clinical Seminar: Teacher As Researcher (F, S: 3)

This course will provide a context where teachers can discuss experiences they encounter during full practicum. It will also help teachers learn how to be teacher researchers by (1) introducing them to different types of research, (2) helping

them develop teacher research skills, and (3) introducing them to ways of creating linkages to a larger group of colleagues. This course is designed for individuals participating in their full practicum experience.

The Department

ED 438 Instruction for Special Needs and Diverse Learners (F, S, U: 3)

This course is designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socio-economic, and linguistic differences and various types of disabilities on a child's cognitive, social and academic development. The course creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in Early Childhood, Elementary and Secondary Education. It draws from the disciplines involved generally, special/remedial education, psychology and health sciences within a context of integration rather than separation.

Jean Mooney

Nancy Zollers

John Junkala

PY 440 Principles and Techniques of Counseling (F, S, U: 3)

This is an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills, assessment, and treatment planning within a helping model will be emphasized. In addition, group counseling, counseling culturally different populations, as well as the legal and ethical dimensions of the profession, will be discussed. Skills training will involve the use of role playing, observation, and practice components. Open to counseling psychology majors only.

James Mahalik

Roger Worthington

PY 444 Comparative Personality Theories (F: 3)

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, humanistic and constructive-developmental theory are examined. Contributions of race, gender and social class to personality are discussed. This course serves as a foundational course for counseling psychology students.

The Department

PY 445 Clinical Child Psychology (S: 3)

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will constitute a major focus of the course.

Maureen Kenny

PY 446 Counseling Theory and Process (S: 3)

Prerequisite: PY 440 or equivalent

This course is an introduction to counseling orientations with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change will be explored in each model. Class format includes lecture/discussion, small group exercises, and

analysis of case material from some of the originators of leading counseling orientations.

James Mahalik

PY 447 Applied Developmental Psychology Emphasis on Adolescent (F, U: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. This course is designed for individuals beginning their professional development in education who plan to work with adolescents.

John Dacey

PY 448 Career Development (S: 3)

This course is an introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and agency settings is included.

Roger Worthington

PY 449 Alternative Assessment (U: 3)

Course explores alternatives to traditional assessment including portfolios, authentic assessment and performance-based assessment. Issues related to the development and uses of alternative assessments in classroom-based assessment, system-wide evaluation and state/national testing are explored.

The Department

ED 450 Introduction to Educational Administration (F, S: 3)

In this course students are asked to identify critical questions for school administrators and to reflect on how these questions may be answered. Students are introduced to the breadth of educational research, and invited to consider how multiple-frame thinking can provide an overall view of educational administration including fiscal, personnel and program planning. The structural, human resource, political, symbolic and ethical frames are considered. *Restricted to students enrolled in the Professional School Administrator Program.*

Ralph Edwards

ED 451 Human Resources Administration (S: 3)

In this course, students will acquire an understanding of human resource management within the context of school organizations. In addition to addressing fundamental school personnel functions (i.e., recruitment, selection, performance appraisal, etc.) the course will explore and compare various personnel management paradigms, including contemporary business models that stress humane environments and worker participation in all stages of planning and production. In this connection, the work of Ouchi (e.g., *Theory Z*) and Deming's Total Quality Management model will receive special attention. Acquisition of common standards for school administration and the integration of Boston College's Andover Themes will be among the principle aims of the course.

Ralph Edwards

ED/PY 460 Interpretation and Evaluation of Research (F, S, U: 3)

A course designed to improve the student's understanding of the research literature in Educa-

tion. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research. This course does not fulfill the doctoral requirement.

Ronald Nuttall

ED/PY 462 Assessment and Test Construction (F: 3)

This course concerns the major problems of educational measurement, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction are included.

Joseph Pedulla

PY 464 Intellectual Assessment (F: 3)

Prerequisite: Permission of instructor

A critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues in the assessment of culturally diverse and bilingual individuals are addressed. This course is for Doctoral students in Counseling Psychology and Master's students working towards certification in school counseling only. Others by permission of the instructor.

The Department

PY 465 Psychological Testing (F, S: 3)

This is an introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation and experience in evaluating strengths, weaknesses and biases of various testing instruments are included. Laboratory experience in administration, scoring, and interpretation of psychological tests.

Kenneth Wegner

ED 466 Models of Curriculum and Program Evaluation (F: 3)

This is an intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provas, Stufflebeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

George Madaus

ED/PY 468 Statistics I (F: 3)

This is an introduction to descriptive statistics. Topics include methods of data summarization and presentation, measure of central tendency and variability, correlation and linear regression, the normal distribution, probability, and an introduction to hypothesis testing. Computer instructions in the VAX operating system and SPSS statistical package are scheduled as the laboratory components of the course.

John Jensen

ED/PY 469 Intermediate Statistics (F, S: 3)

Prerequisites: ED/PY 468 and computing skills

This course is a continuation of ED/PY 468 and the computing files built by the student in

ED/PY 468 are used in ED/PY 469. Topics include tests of means and proportions, partial and multiple correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, and elements of experimental design. *Larry Ludlow
Ronald Nuttall*

ED/PY 470 Statistics Laboratory (F: 1)

This lab is designed for students who wish to enroll in ED/PY 469 but do not have the necessary computer analysis experience to meet that prerequisite for ED/PY 469. Generally, doctoral students who have had an introductory statistics course elsewhere that did not include the use of SPSS and the VAX operating system would need to enroll in this course. Students enrolled in ED/PY 468 should not enroll in this course.

The Department

ED 480 Assistive Technology for Individuals with Disabilities (U: 3)

Provides an overview of the emerging field of assistive technology. Emphasizes an interdisciplinary perspective for the practical application of technology solutions for children and young adults with disabilities. Lectures, demonstrations, readings, and discussion examine a wide range of adaptive technologies for increasing both independence and personal productivity in home, school, and community settings. Course includes laboratory experience with a variety of adaptive devices and opportunities

Richard Jackson

ED 486 Braille Skills for the Visually Impaired (S: 3)

Students learn to read and write Grade II literary Braille and Nemeth Code (visually). Emphasis is placed on the preparation of Braille Media at all levels. Students are also exposed to automated Braille transcription using BEX for Apple and Duxbury for DOS and Macintosh OS. This course requires field-based assignments in Braille transcription and materials preparation. *Pre-practicum required (25 hours).*

The Department

ED 487 Blindness and Visual Impairment (F: 3)

This is a first course in the study of work with individuals who have visual disabilities. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and professional style of service delivery.

Richard Jackson

ED 488 Theories and Strategies for Teaching Emotionally Complex Students (S: 3)

This course examines the complex needs of students with emotional or behavioral disabilities and develops understanding of best practice strategies. A study of high incidence and low incidence disorders will lead to the development of skills reported as effective in reducing both the incidence and consequences of such disabilities. Emphasis will be on teaching and learning practices and will focus on classroom-based strategies in determination of primary and secondary problems that can lead to positive conflict resolution.

Alec Peck

ED 491 Deaf-Blind and Multiple Disabilities Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 492 Organization and Administration of Services for Individuals Who Are Deaf-Blind or Multiply Disabled (S: 3)

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for intervention with persons with deaf-blindness. Legislation and litigation relating to special services for individuals with deaf-blindness are overviewed. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course. *By arrangement.*

The Department

ED 493 Language Acquisition Module (F: 1)

See course description for ED 593.

PY 497 Children in Society (F: 3)

This course explores the changing place of minors in law and society primarily through an intensive reading of recent court cases that affect their rights and interests. Topics include minors and psychiatric treatment; the rights of the disabled and dependent children; censorship in public schools; the regulation of media aimed at minors, e.g., television, music, contraception and abortion. The course is open to graduate students in law, education, psychology, history and related disciplines, and the required research paper may be interdisciplinary in its approach.

Catherine Ross

ED 501 Special Needs Internship (F, S: 3)

See ED 422 for course description.

ED 504 Special Needs Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 505 Visually Impaired Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 510 Middle School Provisional Practicum (F, S: 3)

See ED 422 for description.

ED 517 Children's Literature in the Elementary and Middle School (U: 3)

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. Provides an overview of genre including non-fiction, describes literature programs, examines current controversies in the field of children's literature.

Lea McGee

PY 518 Issues in Life Span Development (F, S: 3)

This course addresses the major sociological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

ED 520 Teaching Mathematics and Technology (F: 3)

This course will present (1) methods and materials useful in teaching mathematics to early childhood and elementary school children and (2) the different ways in which technology can be used in the elementary school classroom. The course

will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

Michael Schiro

PY 528 Multicultural Issues (F, S: 3)

This course is designed to assist counseling psychology students and those in related disciplines (such as higher education administration; developmental psychology; nursing) in becoming more effective in their work with ethnic minority and homosexual clients. The course is designed to increase students' awareness of their own and others' life experiences and how these impact the way in which we approach interactions with individuals who are different from us. It will examine the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S. and will also present an overview of relevant research.

Elizabeth Sparks

Roger Worthington

PY 529 Psychology of Drug and Alcohol Abuse (U: 3)

This course is designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological and economic aspects of addiction in society.

Etiony Aldarondo

ED 542 Teaching Reading and Language Arts (F: 3)

This course examines the nature of oral and written language learning and development (K-12) within a variety of instructional perspectives. Topics include approaches to beginning reading, reading strategies, writing processes, second language learners, interrelationships among language areas, assessment, and research that affects classroom reading and writing instruction.

John F. Savage

Lea McGee

PY 549 Psychopathology (F, S, U: 3)

Prerequisite: PY 444 or equivalent

This course examines selected DSM-IV disorders and considers diagnostic issues, historical changes, theoretical perspectives and research. Through case examples students will learn to conduct a mental status examination and interpret various forms of psychopathology. Counseling Psychology majors only.

Elizabeth Sparks

James Mahalik

ED 550 Management Use of Computers in Education (F: 3)

What is the present and future role of computers in educational administration and management? In this course, this question is addressed in a variety of ways: through readings, lectures, discussion, and particularly through hands-on experience in using microcomputers. Students will be given experience and assignments concerning word processing, telecommunications, databases and spreadsheets for educational management purposes. The machine used in this course by most students will be the Apple Macintosh, but for most of the assignments, with the instructor's approval, other machines and software may be used.

Walter Haney

ED/PY 560 Seminar on Issues in Testing and Assessment (F: 3)

This seminar will examine policy issues related to the measurement of intelligence.

George Madaus

ED/PY 565 Quantitative Data Collection Procedures: Theory and Practice (F: 3)

Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research.

John Jensen

ED 577 Internship: Elementary (F, S: 3)

See ED 422 for course description.

ED 579 Educational Assessment of Learning Problems (F: 3)

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare special educators in the process of documenting special needs, identifying current levels of performance and designing approaches to monitoring progress. Open to students in the Teacher of Students with Special Needs Program, Counseling Psychology, Vision Studies and Reading Specialist Programs. Not open to Special Students.

Jean Mooney

ED 583 Foundations of Orientation and Mobility for the Visually Impaired (U: 3)

Introduces the principles and fundamentals of orientation and mobility. Emphasis is on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility. A mini-practicum component helps students develop competence in indoor, pre-cane mobility.

Richard Jackson

ED 586 Curriculum Research Seminar: Mathematics and Literacy Education (F: 3)

This course will explore relationships that might exist among the fields of mathematics education and literacy education (reading and the language arts). Students will both participate in ongoing research projects and carry out their own research projects. The major content areas that will be examined will be the similarities and differences between the curriculum materials that exist in literacy and mathematics education, the instructional procedures advocated for use in the two fields, the research traditions of the two fields, and the myths that guide practitioners within the two fields.

Michael Schiro

ED 587 Teaching and Learning Strategies (S: 3)

This course is oriented to the development of Individual Education Programs (IEP) for students with special needs. It includes effective instructional practices for basic skills development, enhancement of content area instruction, cognitive and metacognitive learning strategies.

Jean Mooney

ED 588 Curriculum and Instructional Strategies for the Visually Impaired (S: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills

for the student with visual impairments. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The course also covers curriculum and strategies for pre-school and multiply disabled individuals, adaptive technology, and consultation skills.

Richard Jackson

ED 592 Foundations of Language and Literacy Development (F: 3)

This course is an introduction and an overview of language and literacy development. Contents include the following: basic elements of language acquisition; current theories of normal language development; issues related to delayed or different language development; the transition from oral to literate language; the impact of cultural variations on school-based language performance; an introduction to bilingualism and second language acquisition for young children and more mature language users.

The Department

ED 593 Introduction to Speech and Language Disorders (F: 3)

To be taken concurrently with ED 493.

On the basis of on the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (S: 3)

Prerequisite: ED 542 or equivalent

This course examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). The focus is on the needs of students from varied populations. The course content includes consulting skills and laws related to reading and literacy issues.

Lea McGee

ED 601 Seminar in Statistical and Measurement Topics (S: 3)

Prerequisites: One year of statistics ED/PY 468, ED/PY 469

This seminar will examine topics and issues in measurement and data analysis. Among the topics to be studied are scales of measurement; problems in integrating numbers and narratives; bias in standardized tests, etc.

Walter Haney

PY 605 Ethical and Legal Issues in Counseling Psychology (U: 3)

This course examines legal and ethical issues in the practice of counseling psychology. Topics include confidentiality of patient information, liability of counselors in the assessment of dangerous patients, intimate relationships between therapists and patients; civil commitment standards and procedures, mental abnormality and the criminal law; and the relationship between mental illness and legal competence. Conflicts between law and ethics in the counseling relationship are explored.

The Department

ED 609 Clinical Experience in Early Childhood (F, S: 6)**ED 610 Clinical Experience in Elementary Education (F, S: 6)****ED 612 Clinical Experience in Secondary Education (F, S: 6)****ED 614 Clinical Experience in Special Needs (F, S: 6)****ED 703 Clinical Experience in Vision (F, S: 6)****ED 726 Clinical Experience in Reading (F, S: 6)****ED 782 Clinical Experience in Severe/Intensive Special Needs (F, S: 6)****ED 783 Clinical Experience in Deaf-Blind and Multiple Disabilities (F, S: 6)**

Prerequisites: Approval by the Director of the Office of Professional Practicum Experience, good academic standing, and successful completion of all practicum and provisional certification requirements

These courses are a semester-long full time clinical experience (at least 20 hrs./wk.) for advanced level students working in schools in a professional role. Individual placements are made according to each student's major or field of specialization. Placements are selectively chosen from schools in the greater Boston area; placements in designated out-of-state or international settings can also be arranged. Apply to the Office of Professional Practicum Experiences. *By arrangement.*

Carol Pelletier

Practica and Clinical Experiences Deadlines: March 15 for fall practica and October 30 for spring practica. Prepractica Deadlines: When you register for prepractica you must also submit a completed prepractica application to the Practica Office, Campion 135.

PY 611 Learning and Development: The Special Needs of Early Learners (S: 3)

This course will focus on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, incorporating the role of play in the learning and development of the young child. Individual differences and the effects of special needs on learning and development will be examined and program implications will be discussed.

Beth Casey

ED 613 Severe/Intensive Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 615 Teaching Across the Disciplines (F: 3)

This course presents ways in which the natural sciences, social studies, the arts, health, and movement education can be taught in preschool and elementary schools. The course emphasizes an interdisciplinary approach related to the selection and use of teaching strategies and instructional materials. The course also examines basic principles of instructional theory, along with past and current policies that influence teaching.

Joan Jones

ED 617 The Principalship (F: 3)

This course addresses the principalship and the changing roles of school leadership in a changing global society. Leadership models will be explored within this context and will include attention to contemporary educational issues such as equity

and diversity, educational reform, etc., that impact school environments. Designed for principals at all educational levels. *Ralph Edwards*

ED 618 Finance and Facilities Management (F: 3)

This course will provide basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes and relate them to educational planning. *The Department*

ED 619 Ethics and Equity in Education (S: 3)

In this course, students are asked to consider not only what should be done to create equitable school communities but why the effort should be undertaken in a democratic society. Students are asked to examine the historical and political backgrounds of the major cultural groups in school districts, especially those that have been marginalized: persons of color, the poor, immigrants, and women, and to explore the appropriateness of various curricular and instructional models for a wide range of children. *Joseph O'Keefe, S.J.*

ED 620 Clinical Experience in Supervision (S: 3)

A semester-long, field-based experience in the role of the certificate sought. Candidates work on site under the joint supervision of a university representative and a cooperating practitioner. The practicum is accompanied by a seminar. *The Department*

ED 622 Clinical Experience in School Principalship (S: 3)

A semester-long supervised field experience in the role of a building principal. The practicum is supervised jointly by a university representative and by a cooperating practitioner. Students are required to keep personal journals that will be regularly reviewed and discussed with them by their university supervisors. *The Department*

ED 623 Clinical Experience in Superintendency (S: 3)

This guided field experience is designed to enable candidates to develop the competencies required in the variety of experiences carried on by assistant superintendents and superintendents of schools. Jointly supervised by a university representative and a cooperating practitioner, the candidate functions at the practicum site. The practicum is accompanied by a seminar in educational administration. *The Department*

ED 626 Seminar in Educational Administration (S: 3)

This seminar is designed to enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration, along with day-to-day school management issues. *The Department*

ED 628 Computer Applications for Educators (F: 3)

Appropriate computer software for educational uses must be evaluated, selected, and used in con-

junction with an understanding of both curriculum theory and instructional theory, as well as an understanding of the abilities and limitations of computers. Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction-related programs examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. *The Department*

ED/PY 633 The Impact of Psychosocial Issues on Learning (U: 3)

An examination, from a holistic perspective, of the psychological and social issues (e.g., depression, violence, abuse) that affect learning in children and adolescents. The role of risk and protective factors in the development of vulnerability and resilience will be discussed. The course will highlight collaboration of educators with professionals involved in addressing psychological and social issues. Nine hour field lab experience is included. Course will be given at a public school site in Allston-Brighton. *The Department*

PY 638 Principles in Behavioral Counseling (F, S: 3)

This seminar will examine the theoretical foundations and empirical status of behavior therapy. The efficacy of these models and other integrative approaches will be analyzed through clinical application. Also, clinical decisions in behavior therapy will be evaluated in work with specific client populations. *The Department*

PY 640 Seminar in Group Counseling and Group Theory (F, S: 3)

Prerequisite: Consent of instructor. Advance sign up in Counseling Psychology Office required.

Students participate in a 9-week experimental group led by the instructor that focuses on group dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research. Limited to 15 students. *Bernard O'Brien*

PY 643 Practicum in School Counseling N-9 (F, S: 3)

Prerequisites: PY 440, PY 443, PY 448, PY 464 and consent of Program Coordinator. Sign up four months in advance in Campion 309.

Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades N-9. Practicum involves placement in a comprehensive school system half time in both fall and spring semesters. The fall semester includes a pre-practicum field experience of 75 clock hours. Minimum hours of practicum are 225 per semester in addition to the pre-practicum. Students enroll for 3 credit hours each semester. *The Department*

PY 644 Practicum in School Counseling, 5-12 (F, S: 3)

Prerequisites: PY 440, PY 446, PY 448, PY 465 and consent of the Program Coordinator. Sign up four months in advance in Counseling Psychology Office.

Open only to Boston College counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves

placement in a comprehensive school system half time in both fall and spring semesters. The fall semester includes a pre-practicum field experience of 75 clock hours. Minimum hours of practicum are 225 per semester in addition to the pre-practicum. Students enroll for 3 credit hours each semester. *The Department*

ED/PY 645 Information Research Strategies for Education (U: 3)

Students will develop strategies for finding, evaluating and using relevant education literature in print and electronic forms including library databases such as Quest, ERIC, Dissertation Abstracts, as well as on the Internet, and education listservs. Students will write a literature review. This course is appropriate for doctoral and master's students as well as for teachers and administrators. *The Department*

PY 646 Practicum and Internship-Counseling I (F: 3)

Prerequisites: PY 440, PY 446, PY 448, PY 465 and consent of the Internship Coordinator, Dr. Sandra Morse.

This course is designed to provide practicum and internship supervised experience. The first 100 clock hours the student spends at the site meet the practicum requirement. It provides for the development of counseling and group work skills under supervision through direct service to clients (40 hours) with individual (10 hours) and group supervision (15 hours). Students will be evaluated after the practicum period. The Internship (250 hours) at the practicum/internship site is to enable the student to refine and enhance basic counseling skills, and integrate professional knowledge and skills appropriate to an initial placement. It must include direct service (100 hours) with individual (6 hours) and group supervision (12 hours). *The Department*

PY 649 Health Psychology (F: 3)

This course is an examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional and social factors that contribute to wellness and illness will be addressed. *The Department*

ED 650 Measurement Issues in Large-Scale Assessment (U: 3)

This seminar is designed to acquaint students with a strong measurement background with the measurement principles and techniques involved in conducting a large-scale assessments of students' educational achievements in various curriculum areas. Drawing on the experience of national and international assessments, the topics discussed will include test specifications, bias and cross-cultural considerations, assessment design, sampling, data collection, open-ended scoring, IRT scaling, equating, data analysis and reporting. *The Department*

ED 656 Administration of Local School Systems (F: 3)

The superintendent of schools has many audiences—the school board, parents, teachers, community, and students, among others. This course will examine the relationship of the superintendent of schools with many publics, through the utilization of readings, experiences, field trips and visiting lecturers. In addition, students learn to meet specific program standards pertaining to the

political aspects of education, public relations, and the use of community and governmental resources.

Ralph Edwards

PY 662 Projective Assessment (S: 3)

Prerequisite: Intellectual Assessment

Theory, administration and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to conceptualize and integrate findings from cognitive and personality measures and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques. Limited to doctoral students in Counseling Psychology. Others by permission of instructor.

Maureen Kenny

ED/PY 665 Personality and Interest Assessment (S: 3)

This course reviews the theories of personality and interest measurement in counseling. It is an intensive study of the construction purposes and interpretation of the most commonly used personality and interest inventories. It includes laboratory experience in the use and interpretation of selected instruments.

Kenneth Wegner

ED/PY 667 Introduction to Multivariate Statistical Analysis (F: 3)

Prerequisite: One year of statistics

This course addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover simple and multiple regression models; matrix operations; parameter estimation techniques; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; and analysis of covariance.

Larry Ludlow

ED/PY 669 Psychometric Theory (S: 3)

Prerequisite: Two semesters of statistics

This course presents a study of theoretical concepts, statistical techniques, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurston and Guttman scales, true-score theory and item response theory models. Specific topics include Rasch model parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.

Larry Ludlow

ED 675 Consultation and Collaboration in Education (S: 3)

This course provides students with a conceptual framework and specific strategies for participating in multi-disciplinary evaluations of students engaging in consultation and collaboration with students, parents and professionals in a variety of roles. Case studies include a broad range of students with special needs related to cultural/linguistic differences, economic disadvantage, and handicapping conditions. Consideration is given to issues of professional development and ethical standards.

John Junkala

ED 686 Augmentative Communication for Individuals with Disabilities (S: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

The Department

ED 702 Reading Internship (F, S: 3)

See ED 422 for course description.

ED 703 Clinical Experience in Vision (F, S: 6)

See ED 609 for course description.

ED 705 Education Law and Public Policy (F: 3)

This course addresses the political and legal aspects of the role of education in our democratic society. It provides an introductory survey of the process of policy formation at the local, state, and federal levels and the role of law governing the provision of public preschool, elementary, secondary, and higher education. Included are such topics as constitutional issues of religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent rights and privacy; laws affecting persons with handicapping conditions; and the promotion of educational equity among all groups regardless of gender, sexual preference, language, race, religion, ethnicity, or socioeconomic background. The course also provides consideration of professional ethics in education.

Diana Pullin

ED 708 Issues in Higher Education (F: 3)

Topical courses in post-secondary education taught by scholars from the Higher Education program faculty and outside institutions are offered on a rotating basis. The course focuses on specific topics such as the following: ethical issues in higher education; student outcomes assessment; learning and teaching in higher education; Catholic higher education; and others. The topic of the course will be announced during the pre-registration period.

The Department

ED 720 Curriculum Theory and Philosophy (S: 3)

An advanced-level course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.

Michael S. Schiro

ED 725 Reading Provisional Practicum (F, S: 3)

See ED 419 for course description.

ED 726 Clinical Experience in Reading (F, S: 6)

See ED 609 for course description.

ED 729 Controversies in Curriculum (S: 3)

The course examines alternatives to the traditional conceptions of curriculum, teaching and learning which have arisen over the past twenty years. The readings focus on four areas: the influence of culture on curriculum, critical or radical approaches to curriculum, teaching and learning, relationships between literary and aesthetic theory and education and feminist writings on curriculum, teaching and learning.

Ralph Edwards

PY 740 Psychology of Women (S: 3)

An examination of major theories and research topics in the field of the psychology of women: gender differences; theory and research on women's social, affective and cognitive development; discussion of social context; race and ethnicity of women; women's issues and implications for counseling; methodological issues in conducting research in the above areas.

The Department

PY 741 Advanced Seminar in Psychopathology (S: 3)

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults, e.g., depression, violent and abusive behavior. Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed. Consideration of special populations, e.g., culturally diverse, homeless, people with AIDS.

Mary Walsh

PY 743 Seminar in Counseling Families (S: 3)

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

Etiony Aldarondo

PY 744 Psychology of Aging (S: 3)

This course is open to master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from young to middle to old age will be stressed. Topics will include developmental crises of physical change; pre-retirement, post-retirement issues; alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

The Department

PY 745 Biological Bases of Behavior (F: 3)

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological and psycho-physiological theory and research will be reviewed as these apply.

The Department

PY 746 Internship-Counseling II (S: 3)

Prerequisite: PY 646 and consent of the Internship Coordinator

This course is designed to build on Internship I and corresponds to the next 350 clock hours the student spends at the internship sites. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service (140 hours) with individual (9 hours) and group supervision (18 hours).

The Department

ED 770 History and Philosophy of Higher Education (F: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities and the political and social systems of society. This analysis includes a historical perspective on the evolution of American Higher Education and especially the development of the contemporary university since

the beginning of the 20th century. Attention is also paid to the impact of federal and state governments on higher education, the role of research in the university, issues of accountability, autonomy, and academic freedom, the academic profession, student politics and culture, affirmative action issues, and others. The overall theme of the course focuses on university-society relations.

Philip G. Altbach

ED 771 Organization and Administration of Higher Education (S, U: 3)

This course focuses on how the American university is organized and governed. From the organizational perspective, it examines the basic elements as well as structure and process of the American university. Such topics as models of governance, locus of control, leadership, and strategic environments for the American university are considered.

Ted I.K. Youn

ED 772 Student Affairs Administration (F: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Karen Arnold

ED 773 College Teaching (S: 3)

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.

The Department

ED 774 The Community-Junior College (S: 3)

This course is an examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

The Department

ED 776 Critical Issues Within Continuing Education (F: 3)

Student demographics and trends for the nineties commit institutions to recruiting learners who seek advanced studies to improve the quality of their personal and professional lives. Surveying the factors affecting this growth includes determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; examining the role of technology to enhance effectiveness and committing funds to adult learning programs. The comparative advantages of educational services offered by libraries, associations, businesses and universities will be contrasted.

James Woods, S.J.

ED 777 Marketing Issues in the 90's: A Comprehensive Approach (U: 3)

Part-time learners outnumber full-time students. The new learners include professional pursuing advanced study, those seeking new careers, and

mature workers desiring updating. Developing a marketing strategy to reach new learners depends on understanding the different populations, accurate identification of needs, expertise in generating inquiries and converting them into registrations, as well as the creative development and marketing of programs.

James Woods, S.J.

ED/PY 778 College Student Development (F, S: 3)

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ED 779 Global and Comparative Systems in Higher Education (S: 3)

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others. Specific attention is paid to understanding developments in Europe, the Pacific Rim, and the developing nations of the Third World.

Philip Altbach

ED 782 Clinical Experience in Severe/Intensive Special Needs (F, S: 6)

See ED 609 for course description.

ED 783 Clinical Experience in Deaf-Blind and Multiple Disabilities (F, S: 6)

See ED 609 for course description.

PY 784 Child Abuse: A Psychological Perspective (U: 3)

This course will cover the major theoretical approaches to understanding child maltreatment—its manifestations, causes and modes of prevention. The complexities of recognizing abuse and treating its victims will be discussed. The perspectives of multiple professions—law, health, psychology, social work and education—will be addressed.

The Department

ED 785 Classroom Management: Strategies for Avoiding Destructive Conflict (U: 3)

Systematic approach to classroom management provides a framework to explore issues and problems of discipline and techniques for providing a more stress-free atmosphere. Emphasis is on understanding the dynamics of complex human and organizational behavior and on practice; opportunities to observe new behavior and judge their effectiveness are presented. Case studies allow professional to integrate concepts and skills, apply analytical adeptness and develop strategies for

creating instructional environments that introduce more effective ways of addressing the challenging student. Especially appropriate for administrators, teachers and those concerned with classroom behavior.

Phillip DiMattia

ED 801 Clinical Experience and Seminar in Administration (F: 3)

This year-long seminar helps students deal with day to day school management issues. Students must register in the fall semester.

The Department

ED 806 Institutional Research: Implementation and Utilization

This course is designed for graduate students preparing for careers in higher education in which they will be the producers or users of institutional research. Administrators will learn when and how to work with Institutional Researchers in planning and policy development. Researchers will learn how to translate administrative questions into researchable ones, how to select appropriate methods and techniques, and how to produce effective presentations for decision-makers. The course will address policy issues relevant to a broad range of higher education areas: admissions, financial aid, retention, academic program review, outcome assessment, curriculum development, faculty studies, community, alumni and employer surveys, and economic impact and school or campus climate studies.

Next offered 1996-97
Anne Marie Delaney

ED 807 The Academic Profession

The academic profession is examined from a sociological and cultural perspective, looking at academic work, patterns of academic careers, teaching and research, and related issues. Generally, students in the seminar will engage in a collaborative research project focusing on an aspect of the academic profession.

Next offered in 1996-97
Philip G. Altbach

Ted I.K. Youn

ED 808 Public Policy, Politics, and Higher Education (S: 3)

Universities and colleges are political institutions. Public policies in higher education are made in a complex political system where multiple actors are involved in shaping the policy agenda. Legislatures, interest groups, professional organizations, and other governmental analysts have equally broad influences on such events as tuition setting among public institutions, wage negotiations with employee unions, and science policy setting in the federal government. This course examines many broad topics on public policy making that are relevant to the contemporary colleges and universities. It focuses on the following areas: the role and the limits of policy analysis, governmental and bureaucratic policy making including the state and federal governments, and interest group politics and policy making.

Ted I.K. Youn

PY 811 Seminar in Effects of Early Experience (F: 3)

This course is divided into two parts, both dealing with different types of early experiences. The first part deals with the recent status of hereditary-environment controversies in the areas of race, social class and sex differences. The second part involves an in-depth analysis of stress factors dur-

ing the early years. Poverty and methods of early intervention are discussed. Family stress factors such as divorce and day care are analyzed from a family systems approach, and the effects of alternative family-rearing patterns such as single parent families and step-families are analyzed.

Beth Casey

PY 814 Seminar: The Psychology of Adulthood (S: 3)

Prerequisite: Permission of the instructor

Topics may include historical and cross-cultural perspectives, life cycle theory; psychological needs; physiology; interpersonal relations; cognitive and moral development; androgyny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging; facing death; and the special educational needs of adults. Students will participate in a major research project.

John Dacey

ED/PY 829 Design of Research (F, S: 3)

This course considers topics pertaining to the conduct of research. Topics examined will include stating research problems and hypotheses, sampling strategies, operationalizing variables, ethical concerns in conducting research, and the limits of research. A large part of the course is devoted to methodological strategies associated with varied research designs, including qualitative, historical, single subject, survey, experimental, quasi-experimental, and correlational.

*Walter Haney
Peter Airasian*

PY 840 Seminar: Professional Issues in Counseling Psychology (F: 3)

Prerequisite: Consent of Director of Training

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of Counseling Psychology, and future developments in professional psychology. Open to doctoral students in counseling psychology only, and master's students with permission.

The Department

PY 841 Seminar in Evaluation and Research in Counseling (F: 3)

Prerequisite: Doctoral students in Counseling Psychology only

A study of experimental designs in psychotherapy research, uniformity assumptions, process-outcome confusion and criterion measurements. Methodological approaches include naturalistic-correlational studies and observations, generalist-manipulative and factorial designs as well as single case design. An examination of research on counselor characteristics, client variables and treatment approaches.

Sign up in the Counseling Psychology Office in advance.

James Mahalik

PY 842 Seminar in Counseling Theory (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only

This is an analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will also focus on helping students integrate research and counseling techniques into a coherent frame

of reference for their own work with clients. *By arrangement.*

Sign up in Campion 309 in advance.

The Department

PY 843 Seminar in Career Development (F: 3)

Prerequisite: PY 448 or equivalent. Boston College doctoral students in Counseling Psychology only.

Sign up four months in advance in Campion 309. Research methodology and findings related to key aspects of career theory and behavior are critiqued. Research related to gender differences and racial/ethnic issues is also highlighted. *By arrangement.*

The Department

PY 844 Seminar in Counseling Supervision (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

Sign up in the Counseling Psychology Office in advance.

The Department

PY 846 Advanced Pre-internship Counseling Practicum (F: 3) (S:0)

Prerequisite: PY 746 or equivalent and consent of Director of Training. Boston College doctoral students in Counseling Psychology only.

Pre-internship placement in mental health setting accompanied by biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions with the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Mary Walsh

PY 849 Doctoral Internship in Counseling Psychology (F, S: 1-2)

Prerequisite: Consent of Director of Training. Minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846). Boston College Doctoral Candidates in Counseling Psychology only.

Internships usually cover a calendar year beginning in July. Thus, applications must be submitted in November of the preceding year.

Students must complete the equivalent of one full year in internship (40 hrs./wk.) either for four semesters (1 credit hour per semester) or for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling and other staff activities. *By arrangement.*

849.01 (1 credit)

The Department

849.02 (2 credits)

The Department

ED/PY 851 Qualitative Research Methods (S: 3)

Students will be introduced to the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Along with several field exercises, the course requires a research project

involving participant observation and/or interviewing.

Polly Ulichny

ED 859 Readings and Research In Curriculum, Administration and Special Education (F, S, U : 3-6)

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study. Approval by the faculty member is required prior to registration.

By arrangement.

John F. Savage

ED/PY 860 Survey Methods in Educational and Social Research (S: 3)

Prerequisite: One year of statistics

The design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Practical issues such as using available sampling frames and minimizing non-response will also be covered.

Ronald Nuttall

ED/PY 861 Construction of Attitude and Opinion Questionnaires (F: 3)

This course is usually taken as the first of a two-course sequence with the second semester ED/PY 860. Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed.

Ronald Nuttall

ED 873 Curriculum Development and Design in Higher Education (S: 3)

This course focuses on the evolution of the undergraduate curriculum in American higher education by examining how major social and cultural forces in history have shaped undergraduate education. First, it traces major education reforms in history and their connections to the major cultural and intellectual traditions. Second, it considers how academic politics and diversity of organizational forms mold undergraduate education, raising a number of questions about means and strategies applied in formulating curricular agenda setting and policy making at different institutions.

Next offered 1996-97

Ted I.K. Youn

ED 874 Organizational Decision Making in Higher Education (F: 3)

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors under certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations. *Next offered 1996-97*

Ted I.K. Youn

ED 876 Financial Management in Higher Education (S: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction

to fund accounting, asset management, capital markets and sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis; (e.g., break-even analysis and present value techniques).

Francis Campanella

ED 878 Seminar on Law and Higher Education (S: 3)

Prerequisite: ED 705

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, collective bargaining and free speech.

Diana Pullin

ED 879 Gender Issues and Higher Education (S: 3)

Topics include the following: the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners. Restricted to doctoral students, or masters students with permission. *Next offered 1996-97*

Karen Arnold

ED/PY 888 Interim Study (F: 0-S: 0)

All Master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Mary Brabeck

ED/PY 910 Readings and Research in Counseling, Developmental Psychology and Research Methods (F, S, U: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration. *By arrangement.*

Mary Walsh

PY 913 Seminar in Theories of Motivation (S: 3)

Prerequisite: Permission of the instructor

A study of traditional theories (James McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Jay King

PY 915 Culture and Psychology (F: 3)

This course will explore select psychological constructs and processes, for example, the self, family and community relations, and suffering, towards a rethinking of the relationship of culture and psychology and its implications for intercultural collaboration and action.

M. Brinton Lykes

PY 917 Cognitive-Affective Bases of Behavior (F: 3)

An advanced introduction to the basic processes of cognitive and affective development. The course acquaints students with fundamental principles, classic problems, and perennial themes that

have emerged from research in cognitive and affective development across the life span.

Thomas Bidell

ED/PY 941 Dissertation Seminar in Counseling and Developmental Psychology and Research Methods (F, S: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor.

Focus will be on research topics relevant to psychology. The course is designed to assist students in the preparation of a formal doctoral dissertation proposal. Students must present a draft proposal for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

The Department

ED 951 Dissertation Seminar in Curriculum, Administration and Special Education (F: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

The Department

ED 973 Seminar in Research in Higher Education (F: 3)

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products. Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

Ted I. K. Youn

ED 975 Internship in Higher Education (F, S: 3)

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education. Restricted to M.A. and Ph.D. students in Higher Education.

Karen Arnold

Ted I.K. Youn

ED/PY 988 Dissertation Direction (F, S: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED/PY 998 Doctoral Comprehensives (F: 0-S: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Mary Brabeck

ED/PY 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period.

Mary Brabeck

LAW SCHOOL

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. The 40-acre Law School campus in Newton is easily accessible by car and public transportation and has extensive academic, administrative and service facilities. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools and has a chapter of the Order of the Coif.



PRE-LEGAL STUDIES

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study that can relate to subsequent legal education.

ADMISSION REQUIREMENTS

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and subscribe to the Law School Data Assembly Service (LSDAS). The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, disabled candidates or other students who have been socially, economically or culturally disadvantaged.

Application Procedures

Application must be made upon the official forms, and, as noted therein:

- Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- Two recommendations must be submitted with the application to the Law School.
- Decisions made by the Committee on Admissions will be mailed to applicants beginning in December. The application fee is not refundable.
- Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance payable by June 1. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.
- First semester tuition and charges must be fully paid by August 15, or the date set in the tuition bills, in order to retain a place in the entering class.

Registration for Bar Examination

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, register with the Board of Bar Examiners of the state in which he or she intends to practice. The Dean of Students' office has bar examination information available.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Usually, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

Advanced Standing

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications must be received by July 1 from those wishing to enroll for the fall semester.

Financial Aid Programs

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Public Interest Loan Assistance program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations and legal services programs.

Applicants wishing to be considered for financial aid may obtain the necessary applications by writing to the Boston College Office of Financial Aid, Lyons Hall 120, Chestnut Hill, MA 02167.

Joint J.D./M.B.A. Program

The Carroll School of Management and the Law School at Boston College have a joint J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Offices of both schools.

Joint J.D./M.S.W. Program

The Graduate School of Social Work and the Law School at Boston College have a joint J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the usual five years. Joint degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the admissions offices of both schools.

Joint Degree Programs

The Law School encourages individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

London Program

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices, and are supervised by a full-time member of the Boston College Law School faculty.

INFORMATION

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02159.

FACULTY

Richard G. Huber, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

Francis J. Nicholson, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

Emil Slizewski, *Professor Emeritus*; A.B., L.B., Boston College.

Hugh J. Ault, *Professor*; A.B., LL.B., Harvard University

Charles H. Baron, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Arthur L. Berney, *Professor*; A.B., LL.B., University of Virginia

Robert C. Berry, *Professor*; A.B., University of Missouri; LL.B., Harvard University

Robert M. Bloom, *Professor*; B.S., Northeastern University; J.D., Boston College

Mark S. Brodin, *Professor*; B.A., J.D., Columbia University

George D. Brown, *Professor*; A.B., LL.B., Harvard University

Daniel R. Coquillette, *Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

Peter A. Donovan, *Professor*; A.B., LL.B., Boston College; LL.M., Georgetown University; LL.M., Harvard University

Scott FitzGibbon, *Professor*; A.B., Antioch College; J.D., Harvard University

John M. Flackett, *Professor*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

Sanford J. Fox, *Professor*; A.B., University of Illinois; LL.B., Harvard University

Sanford N. Katz, *Professor*; A.B., Boston University; J.D., University of Chicago

Thomas C. Kohler, *Professor*; A.B., Michigan State University; J.D., Wayne State University

Cynthia C. Lichtenstein, *Professor*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

Zygmunt J. B. Plater, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., University of Michigan

James S. Rogers, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

Aviam Soifer, *Professor and Dean*; B.A., M. Urban Studies, J.D., Yale University

Michael Ansaldi, *Associate Professor*; A.B., Columbia University; J.D., Yale University

Phyllis Goldfarb, *Associate Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; L.L.M., Georgetown University

Ingrid Hillinger, *Associate Professor*; A.B., Barnard College; J.D., College of William & Mary

Ruth-Arlene W. Howe, *Associate Professor*; A.B., Wellesley College; S.M., Simmons College; J.D., Boston College

Judith A. McMorrow, *Associate Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

Sharon Hamby O'Connor, *Associate Professor and Law Librarian*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

James R. Repetti, *Associate Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

Robert H. Smith, *Associate Professor*; B.A., Wesleyan University; J.D., University of Chicago

Mark R. Spiegel, *Associate Professor*; A.B., University of Michigan; J.D., University of Chicago

Alfred C.C. Yen, *Associate Professor*; B.S., M.A., Stanford University; J.D., Harvard University

Mary S. Bilder, *Assistant Professor*; B.A. University of Wisconsin, Madison; A.M., J.D., Ph.D. (cand.), Harvard University

Anthony Farley, *Assistant Professor*; B.A., University of Virginia; J.D., Harvard University

Dean M. Hashimoto, *Assistant Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.P.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University

Frank R. Herrmann, S.J., *Assistant Professor*; A.B. Fordham University; M.Div., Woodstock College; J.D., Boston College

Ray Madoff, *Assistant Professor*; A.B. Brown University; J.D., LL.M., New York

Joan Blum, *Adjunct Associate Professor*; A.B., Radcliffe College; J.D., Columbia University

Jane K. Gionfriddo, *Adjunct Associate Professor*; B.A., Wesleyan University; J.D., Boston University

Jean E. McEwen, *Adjunct Associate Professor*; B.A., University of Minnesota; J.D., Northwestern University

Francine T. Sherman, *Adjunct Associate Professor*; B.A., University of Missouri; J.D., Boston College

Daniel Barnett, *Adjunct Assistant Professor*; B.A., J.D., University of the Pacific

Leslie Espinoza, *Adjunct Assistant Professor*; B.A., University of Redlands; J.D., Harvard University

George Fisher, *Adjunct Assistant Professor*; A.B., J.D., Harvard University

Elisabeth Keller, *Adjunct Assistant Professor*; B.A., Brandeis University; M.A., J.D., Ohio State University

Daniel Kanstroom, *Adjunct Assistant Professor*; B.A., State University of New York, Binghamton; J.D. Northeastern University

Alan Minuskin, *Adjunct Assistant Professor*; B.A., University of Miami; J.D., New England School of Law

Paul R. Tremblay, *Adjunct Assistant Professor*; B.A., Boston College; J.D., University of California at Los Angeles

Catherine J. Ross, *Visiting Assistant Professor*; B.A. Yale College; Ph.D., Yale University; J.D., Yale Law School

THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT

MASTER IN BUSINESS ADMINISTRATION PROGRAM

The M.B.A. program provides mature men and women with a broad professional education that prepares them for management careers in business and other sectors of society. The Boston College M.B.A. program demands mastery of technical and analytical skills, but treats these skills as necessary, but not sufficient characteristics, of effective management education. In addition, Boston College seeks to cultivate in the men and women it selects an orientation towards responsible, inquiring action.

The program emphasizes development of action skills necessary to implement decisions and learning from experience, as well as an appreciation of human values and the importance of ethical behavior in management. The integration of concerns for technical competence, action effectiveness, and ethical values helps to define the distinctive character of the Boston College M.B.A. program.

The Boston College M.B.A. program is comprised of fifty-five credit hours and is offered on a full-time and part-time basis.

The minimum course load for all full-time M.B.A. students is 12 student credit hours (sch) per semester; the minimum for part-time M.B.A. students is 6 sch per semester.

ACCREDITATION

The Boston College Wallace E. Carroll School of Management is fully accredited by the American Assembly of Collegiate Schools of Business. The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

MASTER OF SCIENCE IN FINANCE

The Master of Science in Finance program offers advanced financial training designed to build upon a Bachelor's or Master's degree in Business Administration with minimal course overlap. The program will prepare candidates for the application of advanced financial theory and practice, including current quantitative frameworks in financial analysis as they apply to a wide range of complex financial management problems.

The M.S. in Finance program is composed of eight required and two elective courses, each worth three credits. This ten-course schedule is designed for completion in two years of part-time study, including one summer, or one year of full-time study.

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph. D. in Management with a concentration in Finance prepares students for careers in teaching and research in finance. Students receive training in economic and financial theory and

quantitative methods; small class sizes provide a supportive environment for the exchange of ideas.

Students are required to submit a research paper by the end of the first summer. After completing the majority of the 18 courses in the first two years of the program, Ph. D. candidates take comprehensive examinations. In addition, all students work as research assistants for 15 hours each week for the first two years of the program. The last portion of the program—up to two years—is devoted to the dissertation. Ph. D. candidates also work as research or teaching assistants during this time.

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

Boston College offers a Ph.D. in Management with a concentration in Organization Studies. The program is designed to provide the knowledge of theory and research methods, as well as the practical skills that enable the student to become a productive scholar and an excellent teacher.

The intellectual theme of the program emphasizes organizational transformation, which refers to fundamental changes in organizations that influence their character and effectiveness. This theme reflects the faculty's view that organizations in the 1990s and beyond will face fundamental change at a faster pace than ever before, and organization members will need new knowledge and skills to make such changes constructive.

The student is expected to be a full-time student at the University for four years in order to complete course requirements and a dissertation. Financial support as well as tuition remission is available for students who serve as research and teaching assistants while in residence.

A separate brochure is available describing the program, prerequisites, and application procedures in detail. For further information, call 617-552-0450.

JOINT DEGREE PROGRAMS

Joint J.D.-M.B.A. Program

The Graduate School of Management and the Law School at Boston College offer a joint J.D.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Joint J.D.-M.B.A. degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the GSOM rate for their first year in the M.B.A. program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent

of three semesters' work at the Law School and the equivalent of one semester at GSOM). Interested candidates can obtain detailed information from the respective Graduate Deans' Offices.

Joint M.S.W.-M.B.A. Program

The Graduate School of Management and the Graduate School of Social Work offer a joint M.S.W.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the M.S.W. degree, and, similarly, credit for one semester's courses in the M.S.W. program is given toward the M.B.A. degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately. Joint M.S.W.-M.B.A. degree candidates are billed at the GSSW rate for their first year in the M.S.W. program and at the GSOM rate for their first year in the M.B.A. program. They are billed at the M.B.A. rate the first semester and at the M.S.W. rate the second semester in their final year of the program (during which time they take the equivalent of one semester's work at each school). Interested candidates can obtain more detailed information from the respective Graduate Deans' Offices.

Joint M.B.A.-Ph.D. in Sociology Program (M.B.A.-M.A. also offered)

The Graduate School of Management and the Department of Sociology at Boston College have a joint M.B.A.-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one year less course work than the two degrees taken separately. Joint degree candidates complete 42 credits in GSOM and 39 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the Graduate Deans' Offices.

Joint M.S.N.-M.B.A. Program

The Graduate School of Management and the Graduate School of Nursing have a joint M.S.N.-M.B.A. Program. This program is open to nurses. Students must be independently admitted by both schools. The joint degree program requires approximately one year less than obtaining the two degrees separately. Joint degree candidates take courses in both graduate schools each semester. Students in this program will be charged as follows: During the first year in the fall semester and in the third year at the Nursing rate and during the second semester of the first year, in the Summer Session and in the second year at the M.B.A. rate. Interested candidates can obtain more detailed information from the Graduate Dean's Office.

SEMESTER STUDY ABROAD

Boston College maintains international student exchange programs with several overseas business schools. Students selected to participate in these

programs spend the fall semester of their second year abroad. They may also spend the preceding summer in intensive language instruction programs. Students who successfully complete the program abroad receive credit for four courses.

SPECIAL STUDY

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the program there are options available to meet this need.

Thesis Option: The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice, for example: (1) selecting and defining the problem, (2) gathering, organizing, and evaluating the information, (3) interpreting the results and reaching sound conclusions, (4) preparing clear, logical written presentations; and (5) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the type of responsible assignment given to professional managers. The thesis, administered through MH 891 and MH 892, offers six credits.

Independent Study Project: A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Graduate Dean.

Research Teams: On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

TEACHING METHODS

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. The Graduate School of Management does not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors that suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction including seminar, case method, simulation, lecture plus group discussion, work groups, or other combination of methods he or she considers most effective for his or her course.

M.B.A. PROGRAM OPTIONS

The full-time option is a two-year program, comprising fifty-five credits. Thirty-one credits are earned during the first year in the core curriculum required of all students. The remaining twenty-four credits (eight semester courses) are earned during the second year. Six of these eight courses are open to the student's election, with

most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two capstone courses in Strategic Management and Social Issues in Management are required of all students and serve to integrate the program as a whole.

The part-time program is usually completed in three and a half or four years and comprises fifty-five credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is similar to that of full-time students—the core curriculum followed by six electives and the two capstone courses in Strategic Management and Social Issues in Management.

The program is designed for people from diverse academic backgrounds including liberal arts, engineering, mathematics, science, education, health care, and business.

The program is also designed to be of interest to students who already hold relevant graduate degrees in fields other than management.

M.B.A. candidates who have completed course work at other AACSB accredited management programs—with grades of B or better—may be allowed up to four courses (12 credits) of advanced standing credit.

M.B.A. CORE CURRICULUM

The Core focuses on the development of analytical and decision-making skills and pays considerable attention to interpersonal skills and reflective management practices. Throughout the M.B.A. experience, students are encouraged to treat the program as an organizational setting in which they and the faculty have the responsibility to enact and to observe effective managerial practices and to criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups. Later, they will be asked to define and complete a major consulting project. The consulting projects will vary widely. These projects are presented to the faculty and students at the end of the year. Awards are given in recognition of excellence and achievement.

The Core curriculum includes courses in Economics, Accounting, Financial Management, Statistics, Computer Information Systems, Marketing, Operations Management, International Management, Organizational Behavior, and Perspectives on Management. All students must complete the core requirements.

The distinction between those core courses offered in the day program and those offered in the evening program is indicated below.

Day Program

MA 713 Accounting
MB 712 Managing People and Organizations
MD 714 Statistics
MD 715 Economics and Decision Analysis
MD 723 Operations Management
MD 724 Macroeconomics
MD 725 Managing in the Global Environment
MF 722 Financial Management

MK 721 Marketing
MM 720 Management Practice I
MM 730 Management Practice II
MM 740 Management Practice III
MM 750 Management Practice IV

Evening Program

MA 701 Accounting
MC 707 Computer Information Systems
MD 700 Economics
MD 705 Statistics
MD 707 Operations Management
MD 709 Organizational Behavior
MD 710 Strategic Management
MD 711 Social Issues in Management
MF 704 Financial Management
MH 702 Perspectives on Management
MK 705 Marketing

MM 708 International Management

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

MA 713 Accounting

This course will be concerned with the generation and the use of accounting information to evaluate the financial condition and the performance of business enterprises. Particular attention will be given to the reporting of information for use by external users. In the second part of this course, the focus will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

MB 709 Organizational Behavior

The course is designed to teach the behavioral skills necessary for individuals to become effective managers in order to diagnose, implement, and change (1) individual human behavior, (2) group interaction, (3) leadership and power relations, (4) organization structure and design. The student discovers the nature of the patterns of individual, group and organizational behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both systems and historical perspectives.

MB 712 Managing People and Organizations

Through study of useful ideas, analytic frameworks, and research findings from the field of organizational behavior, students develop skill in understanding how these phenomena interact. This skill is developed and practiced in numerous diagnoses of actual organizational situations encountered in cases, field projects, and classroom simulations. Emphasis is placed on reframing problems, developing shared purpose, and attaining organizational excellence.

MC 707 Computer Information Systems

We are rapidly moving from an era of information scarcity to one of abundance, and an organization's ability to manage this abundance is an increasingly important issue. Thus, a major challenge facing management is the effective creation and use of information and the systems that capture, structure and convey such information.

This course is primarily non-technical, designed for executives and other managers who must resolve an often bewildering array of organizational, resource allocation, integration, planning and performance issues involving information systems, which are critical to the success of their enterprises.

It is strongly recommended that students buy or lease their own microcomputers and have competence in the use of its associated software, including word processing programs, spreadsheets and graphics programs. These and other programs will be used in the M.B.A. courses and should prove useful throughout a management career.

MD 700 Economics

The Economics course emphasizes the principles and relationships that form the basis for managerial decisions within the firm and projections of the economic environment outside the firm. Traditional micro-economic, macro-economic and international economic concepts are integrated by using a systems analysis approach. Application of economic theory to the solution of contemporary problems helps develop skills for taking managerial action.

MD 705 Statistics

The statistics course will consider mathematical and statistical methods useful for the analysis of business problems. Students will learn statistical techniques such as correlation, regression, hypothesis testing and analysis of variance.

MD 707 Operations Management

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving and on recognizing both the strengths, limitations, and usefulness of management science approaches.

MD 710 Strategic Management

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. In this context, the student is asked to ponder what his/her answer to the questions of management will be.

The course serves as an integrating experience for the M.B.A. Program because it draws heavily upon and uses much of the knowledge and skills developed in the Core curriculum.

MD 711 Social Issues in Management

Through case analyses the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, which considers such topics as ideology and social contract, corporate power, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, societal and a managerial perspective is maintained. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the general manager as a linchpin between the organization and its environment.

MD 714 Statistics

The student will learn how to deal with masses of data and convert those data into forms that will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The future manager will learn how to distinguish important signals in the data from the ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression, and correlation. All techniques are taught in the context of managerial decisions.

MD 715 Economics and Decision Analysis

In this course we will see how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools that aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

MD 723 Operations Management

This course covers the concepts, techniques, and managerial skills needed to produce goods and services. The course focuses on the role of the operations function within service and manufacturing organizations, and how this function can be managed to gain competitive advantage. Topics include operations strategy, product and service design, process management, technology, quality, capacity, location, layout, materials management, inventory, and scheduling. These strategic, design, and operating decisions confronting operations managers are studied using a blend of theory, analytical techniques, and business examples.

MD 724 Macroeconomics

The economic environment is studied as it impacts both business and society at large, with par-

ticular reference to current and past events. Throughout, interest rates, inflation and unemployment are variables of focus. On the basis of an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and Monetary models are developed and fiscal and monetary policy explored, with Hicks' general equilibrium providing an elegant synthesis.

MD 725 Managing in the Global Environment

Introduces students to the web of international issues that are increasingly important aspects of being able to cope in a global competitive environment. Emphasis is on providing the disciplinary base and foundation needed to contend with this global economy successfully. Topics include strategies and structures of the firm in international business; foreign exchange markets, problems and policies, regional trading blocs, trade policies, trade agreements and restraints on international competition; as well as cultural, political and operational implications of managing globally. Uses lectures, class discussions and guest speakers.

MF 704 Financial Management

Prerequisite: MA 701

This course deals primarily with the firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statement analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

MF 722 Financial Management

Deals with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financing decisions and working capital management. Investors' valuation of securities is linked to the net present value rule for corporate decisions and possible sources of value creation.

MH 702 Perspectives on Management

This is a two-course sequence that integrates all the core courses. It provides an historical examination of management, as well as, a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management.

In the first semester, students receive feedback about their managerial styles and experiment toward increasingly responsible and effective modes of management. In the second semester, students apply skills learned during the core curriculum to a consulting project with an organization. Student teams select a client, assess the client's needs, prepare a work plan, conduct a variety of consulting activities, and present results in an interim and a final report.

M.B.A. Core faculty members and second-year M.B.A. students act as resources to teams. Class sessions focus on the consulting process and workshops build managerial skills. The course culminates in a two-day oral presentation competition.

MK 705 Marketing

The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

MK 721 Marketing

The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

MM 708 International Management

In the international management course, students will identify and analyze those factors that create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities. Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures, and the problems of developing countries are topics that will be explored. The second part of the course will deal with entry into international business and with international investment strategy. Then, the focus will turn to unique organizational issues in the international firm.

Management Practice (MP) Overview

The goal of the Management Practice sequence is to prepare our students for their roles as leaders and action takers, working effectively with people, analyzing and solving significant problems, and implementing holistic solutions for the betterment of their organizations and society. MP is the integrative component, combining strategic thinking with the leadership and personal skills, analytical and technical skills necessary for managers to act effectively in a complex global environment.

MM 720 Management Practice I**Management Intensive**

The Management Practice sequence begins with a three week "intensive" that introduces students to the roles, functions, and responsibilities of managers in leadership in a complex, dynamic global environment. Students are introduced to strategic thinking based on a clear diagnosis and analysis of the organization, its strategy, and its global and competitive environment. Development and use of clear ethical guidelines to enhance effective decision making is another key theme of this segment. In addition, MP I engages students in a hands-on process of developing their own managerial and leadership skill through ses-

sions on leadership development, teamwork, interpersonal relations, group dynamics, managerial communications, and the reflective practice of management.

Leadership Workshop

Because global organizations tend to be structured through teams, MP I provides a broad foundation in the roles and responsibilities of teams of managers at different levels of a variety of organizations, combined with essential teamwork, interpersonal, change agent, ethical, and group dynamics skills. This knowledge is critical in most work situations today and will be directly applied through group work in foundation and functional area courses, as well as in the management field project undertaken in the second half of the year. Emphasis is placed on the ability to analyze or diagnose one's own situation accurately, assess the impact of one's actions, and become more effective in settings where action is necessary. Individual and organizational development cycles are considered.

Business Development Intensive

MP I focuses on critical aspects of the early stages of business development through two dominant themes: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving techniques necessary in successful modern organizations. MP I emphasizes creativity, entrepreneurship, and business development through sessions on entrepreneurship, creativity and opportunity development, business planning (including financial planning), market and customer research, legal aspects of business development, and strategic thinking and creativity in assessing opportunities. Visits from entrepreneurs and senior managers highlight the application of techniques learned in the classroom setting. Diagnostic and problem solving techniques to ensure long-term competitive success are emphasized through sessions on strategic thinking, and discounted cash flow analysis.

MM 730 Management Practice II

The second half of the first year M.B.A. program centers on field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Initially, in MP II, the focus is on problem analysis, design, and implementation. Simultaneously, the student is becoming immersed in the methods of field research and project management. The emphasis in MP II is on industry and competitor analysis and consulting with the client company. The culmination of the first year is with the Dianne Weiss Competition where the students present their consulting projects to colleagues and industry judges.

MM 740 Management Practice III**Strategy Implementation**

The role of the strategist is to think creatively about future opportunities and position the organization, its resources, and its people to be successful in the context of those opportunities and avoid external competitive, social, or political threats. Emphasis is on case and field-based analysis and strategic thinking exercises that develop and hone the student's ability to seek out and

develop new strategic opportunities and be effective in implementing them.

Information Management

Increasingly, information technology is being recognized as a strategic asset by contemporary business leaders. In this course, managerial techniques for planning, designing, implementing, and controlling the technological assets of modern business enterprises are examined. Topics include the use of IT as a basis for strategy formulation and implementation; organizational structure and IT; and, issues of capacity, connectivity, and data flow within interorganizational networks. These topics are designed to supplement technical knowledge gained from earlier Management Practice seminars and/or practical experience. Upon completion, students will be familiar with varying types of technologies utilized by business enterprises as well as specific methods for managing their development and use.

MM 750 Management Practice IV**Social Issues in Management**

Social issues in management emphasize strategic management of the enterprise in the broadest possible context, that of the social, political, ecological, and ethical environments. These broad external environments are viewed from several perspectives: as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; as a powerful and dynamic set of constituencies or stakeholders affecting the enterprise; and as a set of issues to which the organization must respond. Case analyses, experiential exercises, role plays, debates, and other means are used to involve students in the managerial and strategic thinking aspects of dealing with enterprises in this complex global societal context.

Global Competitiveness

Modern management is inherently complex, rapidly changing, and fraught with challenges. These challenges need not be overwhelming if they are well understood and if managers are prepared to grapple with a variety of different eventualities. This final "capstone" sequence emphasizes ways in which managers can cope with the uncertainty. Dealing with changing global environments, increased work force diversity, environmental concerns that span national boundaries, and competitors who are constantly improving is difficult, but can be done with adequate awareness of the future. This course will attempt to develop the student's ability to look forward, consider different possibilities, and put in place the necessary organizational resources to meet the challenges that a competitive global economy produces.

Experience of the Core Program

These course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The Core program is also an integrated experience, far more coherent than the different course descriptions can suggest. Integration is achieved through those special sessions reserved for events and exercises, study-group meetings to bring different points of view to bear on cases and theories, and the field research projects undertaken as part

of the Management Practice courses. Throughout the Core program, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and effective modes of management. The overall aim of the Core curriculum is to prepare students not just to think, but to act effectively under conditions of complexity and uncertainty. Core program electives are available in the fields of finance, accounting, marketing, organizational behavior, and operations management.

M.B.A. ELECTIVE OFFERINGS AND CONCENTRATIONS

Beyond the Core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, Operations Management, and Strategic Management. The concentrations may include approved courses from other areas of the M.B.A. Program as well as approved courses offered by other colleges and schools of the University. An M.B.A. student may choose to tailor electives. Any student who wishes to do so may offer for consideration a package of logically interrelated subjects differing from any concentration specified—for example, in the areas of Public Management or International Management. The set of courses will be accepted in satisfaction of the concentration requirement with the written approval of the assigned faculty member in the area that most closely relates to the student's prospectus.

A thesis written by the student and approved by the faculty may be elected. The thesis, administered through MH 891 and MH 892, offers six credits.

The elective courses available for concentrations are described in the Carroll Graduate School of Management Bulletin.

CAREER SERVICES

The Office of Career Services at the Carroll Graduate School of Management provides services tailored to the needs of M.B.A. and M.S.F. students and alumni. Located in Room 315, Fulton Hall, the office supports students and alumni in choosing and pursuing their career goals through a variety of services.

Counseling and Career Training

Advising: The Office of Career Services offers individual career advising by appointment. Whether students are weighing career options, seeking assistance in resume writing, or preparing for an interview, a staff of professional career counselors can provide guidance and strategies. Simulated interviews on videotape also provide valuable practice and an opportunity for constructive feedback.

Programs: In collaboration with employers, the Office conducts skills workshops each fall and

spring semester. Topics include self-assessment, marketing strategies, resume writing, and interviewing. In addition, an annual series of career panels address subjects like finance, marketing, consulting, and human resources.

Site Visits: To enhance communication between the business community and students, the Office coordinates company tours. During these trips, which include panel discussions, students can observe and interact with executives in finance, consulting, operations, and marketing.

Resources: The Carroll School of Management Office of Career Services maintains a library with reference books, material on specific topics such as interviewing techniques, videocassettes of career panels and workshops, and literature and annual reports from several hundred major organizations.

Recruitment and Employment Opportunities: Students are assisted in their job search through on-campus and off-campus recruiting programs. Summer and permanent job listings are posted daily, and a bimonthly newsletter is available at the Office or by subscription. Finally, each year the Office compiles the resumes of graduating M.B.A. and M.S.F. candidates in a book that is distributed to over 400 employers. Several hundred M.B.A. summer internship resume books are also distributed.

Fall Career Fair: Sponsored by the office and the Student Employment Committee, the Fall Career Fair acquaints students with companies and with career opportunities in particular industries. Over 25 employers participate in this annual forum that attracts approximately 150 students.

Greater Boston M.B.A. Job Fair: Each spring, a consortium of eight area universities, including the Carroll School of Management, sponsors a job fair attracting approximately 40 companies. This is an excellent opportunity for students to obtain employment leads, interviews, and company information.

Alumni Connections

The University is known for the enthusiasm and loyalty of its alumni, and the Carroll School of Management is no exception. With many Carroll School of Management alumni living and working in the greater Boston area, as well as throughout the country and the world, this network is an invaluable resource to students and recent graduates. Alumni participate in campus programs and workshops, provide informational interviews and create employment opportunities for graduates in their own organizations. To assist students and graduates in networking with alumni, the Office provides alumni data base printouts sorted by company, location, and functional area.

Corporate Outreach

To increase program awareness and to solicit job listings, the Office of Career Services is in frequent contact with over 1,500 employers during the year. As an active member of the greater Boston business community, the Carroll School of Management is a member of the International Business Center, the Center for Total Quality Management, and the Executive Group of the Boston Chamber of Commerce. In addition, Boston College's partnership with a group of Wall Street executives, the Boston College Wall Street

Council, provides a foundation for career opportunities on Wall Street.

ADMISSION INFORMATION

Master of Business Administration

The Carroll Graduate School of Management accepts applications from graduates of accredited colleges and universities. The Admissions Committee welcomes applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

There are no prerequisite courses in business or management required for admission to the M.B.A. program. However, students are expected to demonstrate proficiency in mathematics and English language skills.

The Admissions Committee seeks to predict success in graduate-level course work and in a long-term professional, management career. Academic excellence and prior work experience are significant factors in the selection process. Students in the full-time program average over 3 years of work experience; however, 15% of the class enters the program directly from undergraduate school.

Master of Science in Finance

Most students enter the M.S.F. program with a background in business or management. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required before starting the program. An applicant's quantitative skills will be weighed heavily in the admission decision. The GMAT is required for admission.

Note: Candidates who wish to be considered for assistantships must submit a cover letter of interest along with a resume with their application by November 1 for January admission and April 1 for September admission.

Candidates will generally be notified of the Admission Committee's decision regarding their application within four to six weeks.

Ph.D. in Finance

Admission to the Ph.D. program is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT and GRE are required for admission.

Ph.D. in Organizational Studies

Admission to the Ph.D. program is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A. or have not completed the equivalent of the M.B.A. Core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

For more information contact Professor William Stevenson at 617-552-0458.

For More Information

Applicants to the M.B.A., M.S.F. and Ph.D. in Finance programs may direct inquiries to Wallace E. Carroll Graduate School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02167-3808, 617-552-3920.

International Students

All applicants who completed their undergraduate work outside the United States must have the equivalent of an American bachelor's degree (equivalency to be determined by the dean). In addition, all students whose first language is not English or who have not graduated from an American university are required to take the Test of English as a Foreign Language (TOEFL).

The minimum score on the TOEFL is a 600 for the M.B.A. program and Ph.D. in Organization Studies. An official score report should be sent to the Wallace E. Carroll School of Management, Fulton Hall 315, Boston College, Chestnut Hill, MA 02167, U.S.A. Applicants must take the TOEFL on or before the March 1995 test date.

International M.B.A. applicants only must also provide financial certification for two years.

Prospective international students with particular questions may wish to write to the International Student Advisor at Boston College, McElroy Commons, Chestnut Hill, MA 02167, U.S.A.

FINANCIAL ASSISTANCE

Graduate Assistantships and Scholarships

The Carroll Graduate School of Management offers graduate assistantships or scholarships to approximately one-third of the entering full-time M.B.A. and M.S.F. classes. Assistantships and scholarships are merit-based awards. Award Recipients usually have two or more years of full-time work experience, 600 or above on the GMAT, 3.1 or above grade point average, and a strong set of application materials.

Note: Interested applicants must submit with their application a cover letter describing their skills and areas of interest and an updated resume. These materials must be submitted to the M.B.A. program by March 1, and to the M.S.F. program by November 1 for January admission or April 1 for September admission.

Graduate assistantships involve teaching, research, or administrative duties in exchange for tuition remission.

Students are generally appointed to 8-hour or 16-hour assistantships. There are a limited number of assistantships available to both domestic and international applicants.

Final decisions regarding assistantships and scholarships are made in April. Students who receive a scholarship or assistantship during the first year and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

Note: There are a limited number of assistantships open to second-year students who did not receive support for their first year of study.

Ph.D. candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant during the first two years and as either a research assistant or a teaching assistant for the second two years.

University Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, the University Financial Aid Office offers a variety of programs to help students finance their education. See pages 8 and 9 of the University section of this Catalog for more information.

ACADEMIC POLICIES

Advanced Standing

Advanced standing credit may be awarded to students who have demonstrated competency in specific functional areas of management. Competency can be demonstrated through graduate or undergraduate courses, work experience and/or examination. Advanced standing for graduate course work at AACSB accredited institutions is standard. Students who have completed two or more undergraduate core area courses with B or better are generally given consideration for advanced standing. Students may also seek advanced standing based on other academic or work experience. In all cases faculty may require the student to pass a competency examination. The maximum number of courses given advanced standing is four.

Grading

In each graduate course in which a student registers for graduate credit, he or she will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W (Withdrawal from course), or I (Incomplete). The high passing grade of A is awarded for distinguished course work. The passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is given for work that is unsatisfactory. In order to graduate, an M.B.A. or M.S.F. student must attain an overall average of B- (2.7) or higher in course work.

No academic credit is granted for a course in which a student receives a grade of F. M.B.A. students who receive grades of C or less in five courses are subject to academic review and may be required to withdraw from the program. M.B.A. students who receive three or more Fs are automatically dropped from degree candidacy.

M.S.F. students who receive grades of C or less in three courses are subject to academic review and may be required to withdraw from the program. M.S.F. students who receive two or more Fs are automatically dropped from degree candidacy.

Ph.D. students should review the Ph.D. academic manual for grading procedures.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows: A: 4.0, A-: 3.7, B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0.

Incompletes

All required work in any course must be completed by the date set for the course examination. However, a deferment may be permitted at the discretion of the professor of the course. If a deferment is granted, the professor will determine its length, up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a temporary grade of I, which will be changed after the above-mentioned date. Students may not withdraw from courses for which they have received a deferment.

Independent Study

A graduate student may wish to do an Independent Study (formally entitled "Directed Readings" or "Directed Research") in a particular area of interest. To qualify for this the student must submit a written proposal to a faculty member and to the Graduate Dean for approval. A student is allowed to take a maximum of two of these courses.

Time Limit

Students are expected to complete all requirements for the M.B.A. degree within six years of the initial registration. All requirements for the M.S.F. degree must be completed within three years. Approved leaves of absence can be used to adjust this limit.

Leave of Absence and Readmission

If a student finds it necessary to interrupt his or her program of study, the student should notify the Dean's office in writing, including reasons for the requested leave of absence and an anticipated date of return. The student must file for readmission six weeks prior to returning to the program. A readmission decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Clearance for Good Standing

Every student must be in good standing with the Carroll School of Management and with the Student Account Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

Academic: Must be maintaining a satisfactory academic average;

Administrative: Must be fulfilling prescribed administrative requirements;

Financial: Must be in good standing with the Student Account Office.

Student Integrity

It is the purpose of the Carroll School of Management to develop the whole person. Integrity and honesty in the performance of all assignments, both in the classroom and outside, are essential to this purpose. A student who submits

work that is not his or her own violates the principle of high standards and jeopardizes his or her right to continue in the academic program.

ACCOUNTING

Arthur L. Glynn, *Professor Emeritus*; M.B.A., Boston University; J.D., Boston College Law School

Arnold Wright, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

Jeffrey R. Cohen, *Associate Professor*; Chairperson of the Department; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Progyan Basu, *Assistant Professor*; B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D., University of Nebraska, Lincoln

Stanley J. Dmohowski, *Assistant Professor*; B.S., B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Theresa Hammond, *Assistant Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.P.A.

Elaine M. Harwood, *Assistant Professor*; B.S., M.B.A., California State Polytechnic University; Ph.D., University of Southern California; C.P.A.

Thomas Porter, *Assistant Professor*; B.S., University of Maryland; M.S.M., Georgia Institute of Technology; Ph.D., University of Washington; C.P.A.

Billy Soo, *Assistant Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Gregory Trompeter, *Assistant Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A.; C.M.A.

Ganesh Krishnamoorthy, *Instructor*; B.C., M.C., University of Delhi; M.A., Bowling Green State; Ph.D. (cand.), University of Southern California; C.P.A.

Louise E. Single, *Instructor*; B.S., Georgetown; M.T.X., Georgia State; Ph.D.(cand.), University of Florida; C.P.A.

Gerald Holtz, *Lecturer*; A.B., Colby College; M.B.A., Harvard University; C.P.A.

BUSINESS LAW

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

David P. Twomey, *Professor*; Chairperson of the Department; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Christine O'Brien, *Associate Professor*; B.A., J.D., Boston College

Alfred E. Sutherland, *Associate Professor*; B.S., A.M., J.D., Boston College

Erika M. Brown, *Visiting Assistant Professor*; B.S., Boston College; J.D., University of Miami School of Law; L.L.M., London School of Economics and Political Science



COMPUTER SCIENCE

Peter G. Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

James Gips, *Associate Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Michael C. McFarland, S.J., *Associate Professor*; Chairperson of the Department; A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Robert Muller, *Assistant Professor*; A.B., M.S., Indiana University; Ph.D., Boston University



FINANCE

Francis B. Campanella, *Professor*; B.S. Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

Edward J. Kane, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Mya Maung, *Professor*; A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Robert Taggart, *Professor*; Chairperson of the Department; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Sheridan Titman, *Collins Professor*; B.S., University of Colorado; M.S., Ph.D., Carnegie-Mellon University

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Elizabeth Strock Bagnani, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Laurence M. Benveniste, *Associate Professor*; B.S., University of California, Irvine; Ph.D., University of California, Berkeley

Clifford G. Holderness, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

John G. Preston, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Nickolaos G. Travlos, *Associate Professor*; B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

William J. Wilhelm, *Associate Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

V. Ravi Anshuman, *Assistant Professor*; B. Tech., Indian Institute of Technology; Ph.D., University of Utah

Edith Hotchkiss, *Assistant Professor*; B.A., Dartmouth; Ph.D., New York University

Timothy S. Mech, *Assistant Professor*; B.A., Indiana State University; M.S., Ph.D., University of Rochester



MARKETING

Victoria L. Crittenden, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

John T. Hasenjaeger, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Raymond F. Keyes, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

Michael P. Peters, *Associate Professor*; Chairperson of the Department; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Martin Roth, *Associate Professor*; B.A., M.B.A., Ph.D., University of Pittsburgh

Ingrid Martin, *Assistant Professor*; B.A., University of New Mexico; M.A., Michigan State University; Ph.D., University of Southern California-Los Angeles

Jean Romeo, *Assistant Professor*; B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst



Gerald E. Smith, *Assistant Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Ramaswamy Venkatesh, *Assistant Professor*; B.A., University of Madras, India; M.B.A., Indian Institute of Management; Ph.D., University of Texas, Austin

Eugene Bronstein, *Lecturer*; A.B., Dartmouth College; M.B.A., Harvard University



ORGANIZATION STUDIES—HUMAN RESOURCES MANAGEMENT

Donald J. White, *Dean Emeritus and Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

Jean M. Bartunek, R.S.C.J., *Professor*; Chairperson of the Department; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Dalmar Fisher, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith Gordon, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

John W. Lewis, III, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Richard P. Nielsen, *Associate Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Judith Clair, *Assistant Professor*; B.A., University of California; Ph.D., University of Southern California

W.E. Douglas Creed, *Assistant Professor*; B.A., M.A., Yale Divinity School; Ph.D., University of California, Berkeley

Candace Jones, *Assistant Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah



OPERATIONS AND STRATEGIC MANAGEMENT

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Joseph A. Raelin, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Jeffrey L. Ringuest, *Professor*; Chairperson of the Department; B.S., Roger Williams College; M.S., Ph.D., Clemson University

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

M. Hossein Safizadeh, *Associate Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Associate Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Randolph H. Case, *Assistant Professor*; B.S., University of Virginia; M.B.A., Columbia University; Ph.D., University of Pennsylvania

Charles E. Downing, *Assistant Professor*; B.A., M.S., Ph.D., Northwestern University

Catherine S. Lerme, *Assistant Professor*; B.S., Lycee Michel Montaigne, France; M.S., Ecole Nationale Supérieure De Chimie, France; M.B.A., Ph.D., University of Massachusetts, Amherst

Debasish N. Mallick, *Assistant Professor*; B.Tech., Indian Institute of Technology; M.B.A., University of Arkansas; Ph.D., University of Texas, Austin

Albert H. Segars, *Assistant Professor*; B.S., University of North Carolina, Chapel Hill; B.A., M.B.A., University of North Carolina, Charlotte; Ph.D., University of South Carolina

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College



GRADUATE SCHOOL OF NURSING

FACULTY

Mary Elizabeth Duffy, *Professor*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Sara Fry, *Henry Luce Professor*; B.S., University of South Carolina, Columbia; M.S., University of North Carolina, Chapel Hill; M.A., Ph.D., Georgetown University

Marjory Gordon, *Professor*; B.S., M.S., Hunter College, CUNY; Ph.D., Boston College

Joellen W. Hawkins, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

Barbara H. Munro, *Professor and Dean*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

Callista Roy, C.S.J., *Professor*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Miriam-Gayle Wardle, *Professor*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Karen J. Aroian, *Associate Professor*; B.S.N., University of Massachusetts; M.S., Boston College; Ph.D., University of Washington

Jane E. Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

Evelyn L. Barbee, *Associate Professor*; B.S., Ed.M., Columbia University; Ph.D., University of Washington

Pamela J. Burke, *Associate Professor*; B.S., Boston College; M.S., Boston University; Ph.D., Boston College

Sarah Cimino, *Associate Professor*; B.S.N., University of California, Los Angeles; M.S., Boston College

Mary Ellen Doona, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Joyce Dwyer, *Associate Professor*; B.S., M.S., Boston College; M.P.H., Harvard School of Public Health

Nancy Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester

Nancy J. Gaspard, *Associate Professor*; B.S., Boston University; M.Ed., University of Florida; M.P.H., Dr. P.H., University of California, Los Angeles

Lois Haggerty, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., Boston College

Patricia B. Harrington, *Associate Professor*; B.S., University of Massachusetts; M.Ed., Boston University

Loretta P. Higgins, *Associate Professor and Undergraduate Associate Dean*; B.S., M.S., Ed.D., Boston College

June Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Bernadette P. Hungler, *Associate Professor*; B.S.N., Georgetown University; M.A., Northeastern University; M.S., Ph.D., Boston College

Dorothy A. Jones, *Associate Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Rosemary Krawczyk, *Associate Professor*; B.S.N., College of St. Catherine; M.S., Ph.D., Boston College

Ronna Krozy, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Ellen Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Cathy Malek, *Associate Professor*; B.S., University of Wisconsin; M.S., Ph.D., Boston College

Carol L. Mandle, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

Sandra Mott, *Associate Professor*; B.S., Wheaton College; M.S., Boston College

Catherine P. Murphy, *Associate Professor*; B.S., Columbia University; M.S., Hunter College, C.U.N.Y.; Ph.D., Columbia University

Margaret A. Murphy, *Associate Professor*; B.S., St. Joseph College; M.A., Boston University; Ph.D., Boston College

Anne Norris, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

Rita Olivieri, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Jean A. O'Neil, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Frances Ouellette, *Associate Professor*; B.S.N., Salem State College; M.S., Ph.D., Boston College

Eileen J. Plunkett, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Sally H. Rankin, *Associate Professor*; B.A., Boston University; B.S.N., California State University; M.S.N., Duke University; Ph.D., University of California

Rachel E. Spector, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas, Austin

DeLois P. Weekes, *Associate Professor and Associate Dean of Graduate Programs*; B.S., Oklahoma City University; M.S., University of Oklahoma; D.N.Sc., University of California, San Francisco

Deborah Adams, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina; Ph.D., University of Maryland

Phyllis Beveridge, *Assistant Professor*; B.S., University of Cincinnati; M.S., Ed.D., Columbia University

Susan Chase, *Assistant Professor*; B.S., Columbia University; M.A., New York University; Ed.D., Harvard University

Barbara Daicoff, *Assistant Professor*; B.S.N., Indiana University; M.N., Ph.D., University of Florida, Gainesville

Margaret Kearney, *Assistant Professor*; A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California

Deborah Mahony, *Assistant Professor*; B.A., Bridgewater State College; B.S.N., M.S., Boston College; Sc.M., Sc.D., Harvard University

Judith Shindul-Rothschild, *Assistant Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College



GRADUATE SCHOOL OF NURSING

The School of Nursing in its quest for excellence and influence offers a Master of Science degree program and a Doctor of Philosophy degree program for qualified nurses who seek advanced study in nursing as preparation for clinical research and clinical leadership.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING

The Ph.D. Program in Nursing is a post-Master's research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness. The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities. Low student-faculty ratios and a research mentorship permit students to complete the program in the normative amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

While it is a full time program, course work may be taken on a three or four year trajectory. The three year plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program.

Students in the four year plan take six to seven credits of course work per semester for the first

three years of study prior to beginning the dissertation phase of the program.

PROGRAM OF STUDY

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life process, health); programs of research (uncertainty, sensory preparation, etc.) and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

NU 701 Epistemology of Nursing	3 credits
NU 702 Strategies for Knowledge Development	3 credits
PL 593 Philosophy of Science	3 credits
NU 710 Themes of Inquiry I: Clinical Topics	3 credits
NU 711 Themes of Inquiry II: Clinical Judgment	3 credits
NU 820 Expanding Paradigms for Nursing Research	3 credits
NU 821 Nursing Research and Health Policy Formulation	3 credits
Quantitative/Qualitative Methods of Research	3 credits
Statistics/Computer Application and Analysis of Data	3 credits
Measurement/Norm & Criterion-References Data	3 credits
Advanced Qualitative/Quantitative Methods	3 credits
NU 810 Research Practicum I	1 credit
NU 811 Research Practicum II	1 credit
NU 812 Research Practicum III	1 credit
NU 813 Research Practicum IV	1 credit
Cognate	3 credits
NU 998 Doctoral Comprehensives	0 credits
NU 901 Dissertation Advisement	3 credits
NU 902 Dissertation Advisement	3 credits
NU 999 Doctoral Continuation	0 credits
TOTAL	46 credits

Cognates are related to research concentration/methods. The number of credits in cognates is based on need and prior educational background and course work.

Ph.D. Colloquium

Monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

Doctoral Student Research Development Day

Two annual seminars for the first and second year doctoral students to present their research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs accredited by the National League for Nursing
- Current RN license
- Current curriculum vitae
- Written statement of career goals that includes research interests (4 pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three credit introductory graduate level statistics course taken within three years.
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores taken within five years
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty. Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of application to the program.

Application materials may be requested from the Graduate School of Nursing, 617-552-4250.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College: (1) University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress towards the Ph.D. Degree. (2) The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend. (3) Graduate assistantships that consist of a stipend provided by Boston College. (4) Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Language Requirement

Students must demonstrate proficiency in at least one language other than English or complete the Computer Literacy Competency Examination.

Comprehensive Examinations

A student in good academic standing (no incompletes in required courses) may take the comprehensive exam during or after the last semester of courses. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department.

In case of a second failure, no further attempt is allowed.

Students should register for Doctoral Comprehensives 998 in the semester they will be taking the exam. No credit is granted.

Admission to Candidacy

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and demonstrates advanced scholarly achievement. As soon as possible after a student's admission to candidacy and during or before enrollment in Dissertation Advisement, NU 901 and NU 902, the student forms a dissertation committee.

The dissertation committee consists of a minimum of three members. Two shall be chosen from the faculty of the School of Nursing; the third member may be a member of the faculty of another school within the University or an appropriate doctoral prepared person outside the University. The Chairperson and committee are chosen by the student, approved by his/her advisor, and then formally appointed by the Associate Dean of the Graduate Programs in the School of Nursing.

The dissertation shall be defended by the candidate in a public oral examination. The official approval of the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Nursing. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

The Boston College School of Nursing Doctoral Student's Handbook further describes the requirements for taking the language competency examination, the comprehensive examination and the dissertation and should be obtained from the Office of the Associate Dean of Graduate Programs in Cushing 202.

Time Limit

All requirements for the Doctoral degree must be completed within eight consecutive years from the beginning of the doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

MASTER OF SCIENCE DEGREE PROGRAM WITH A MAJOR IN NURSING

The main objective of the Master of Science Degree Program with a major in nursing at Boston College is to prepare nurses in advanced nursing practice including clinical specialist and nurse practitioner. There are four areas of clinical specialization in nursing at Boston College: Adult

Health, Community Health, Maternal Child Health, and Psychiatric Mental Health. The focus in the specialty areas is on the human response to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment. The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the advanced practitioner, clinical nurse specialist and nurse practitioner, improve the quality of nursing practice.

Areas of Clinical Specialization in Nursing

Adult Health Nursing

The curriculum in adult health nursing enables students to develop competencies in advanced nursing practice, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional health patterns of the adult. The curriculum prepares for advanced practice including clinical nurse specialist and nurse practitioner for various roles in health care delivery and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health practice areas. Individual guidance is provided by faculty experts in collaboration with master's prepared clinical specialists and nurse practitioner in primary, acute, and long-term care.

Community Health Nursing

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in community health nursing and to meet the health needs of families, populations or other defined community groups. The major foci of the program are (1) health promotion and disease prevention strategies in high risk aggregates, and (2) the management of common and episodic health concerns of individuals and families. Emphasis is on clinical specialization and the family nurse practitioner within the context of a changing health care system. Clinical practica are selected to meet the curricular and students' objectives and goals. The practicum is directed towards the application and integration of theoretical knowledge in health departments, neighborhood health centers, visiting nurse associations and other community settings.

Maternal Child Health Nursing

The curriculum in maternal child health nursing focuses on the preparation of candidates for expanded roles in women's health and the care of children. The curriculum prepares students for advanced nursing practice in women's health care, as well as pediatric ambulatory or acute/chronic care. It includes the expansion of clinical practice responsibilities and the development of the teacher, researcher, change agent, leader, and liaison roles of the advanced practitioner. A variety of clinical agencies are used to meet the

student's specific goals and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components. The program prepares graduates to sit for the appropriate ANA or NAACOG certification exams for advanced practice.

Psychiatric Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric mental health field. Theoretical frameworks for practice are derived from the fields of education, social and biological sciences, and psychiatric nursing. The program focuses on advanced practice including clinical nurse specialist and nurse practitioner roles in underserved urban and high risk areas, including treatment of severely disturbed clients. Emphasis is placed on evaluation of practice methods with individuals, groups, and families in the community and institutional settings. Clinical placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals. Client assessment, psychotherapeutic intervention and case management are emphasized as direct role activities. The indirect role of the Clinical Specialist is addressed in relation to mental health consultation, supervision and programming.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Selected major teaching hospitals used are the following: Massachusetts General, Beth Israel, McLean, Brigham and Women's, New England Deaconess, Boston City, Children's and Newton-Wellesley. Community agencies include the following: mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies.

Career Opportunities

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: occupational health, politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Program Options

The program is designed for registered nurses who have a baccalaureate degree from a National League for Nursing (NLN) accredited nursing program and who have had at least one year of experience in nursing practice.

The full-time option is a one-year program comprising thirty-seven credits. The program of study includes nine credits of electives, twelve credits of core courses, and sixteen credits of specialty and theory clinical practicum.

The part-time option can be completed in one and a half to five years, is also thirty-seven credits, and is identical to the full-time program of study. Students take electives and core courses prior to or concurrently with specialty courses. On admission, part-time students design an indi-

vidualized program of study with a faculty advisor.

The R.N./Masters Plan is an innovative means of facilitating advanced professional education for highly qualified nurses. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma or another non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile or actual course enrollment. The length of the program will vary with each individual's background.

The M.S./M.B.A. Joint Degree is a combined program for the education of advanced nursing practice including clinical nurse specialist and nurse practitioner in the nursing master's program and business administration in the Wallace E. Carroll School of Management for individuals interested in the nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full time or part time study.

The Additional Specialty Concentration option is designed for registered nurses who have a master's degree in nursing, and who wish to enhance their educational background in an additional specialty area. This is a non-degree program of study, individually designed by the student and faculty advisor to meet career goals.

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as special students. Admission as special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. No more than six credits may be taken as a special student before matriculation into the program. Application deadlines are six weeks before the semester of entrance.

Admission Requirements for Master of Science Degree (full time and part time)

- Master's Program Application and application fee.
- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
- Official report of scores on the Graduate Record Examination, taken within 5 years
- Three letters of recommendation pertaining to academic ability and professional competency
- Statement of goals, pertaining to career objectives and how your intended specialty program will help you attain them
- A completed undergraduate course in statistics
- Documentation of successful completion of an undergraduate or continuing education course in health assessment
- Applicants must hold a current license to practice nursing and have at least one year of work experience

- Immunizations and physical examination are required
- Individual coverage by professional liability insurance is mandatory for all clinical students

Admission Requirements for Special Student (non degree):

- Special Student Application and application fee
- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better

Admission Requirements for RN/MS Plan:

- Application and application fee
- R.N. license
- One year professional nursing experience
- Scholastic average of B or better
- Official transcripts of all post-secondary course work
- Official report of the GRE scores, taken within five years
- NLN Mobility Profile II
- 3 letters of reference
- Statement of goals
- Undergraduate statistics
- Health assessment course
- Liability insurance, physical examination and required immunizations

Admission Requirements for M.S./M.B.A. Joint Degree:

- Master's Program Application and application fee
- M.B.A. Application (see CGSOM application procedures)
- Official baccalaureate transcripts from NLN accredited institutions
- 3 letters of reference
- 2 essay questions and statement of goals
- Resume
- Minimum 1 year of nursing management experience
- Undergraduate statistics
- Health assessment course
- Official report of the GRE scores, taken within 5 years
- Personal interview

Admission Requirements for Additional Specialty Concentration:

- Additional Specialty Application and application fee
- Baccalaureate and Master's degree transcripts from NLN accredited programs
- Three letters of recommendation pertaining to current professional competency
- Personal interview with specialty faculty
- Current R.N. licensure
- Documentation of adequate individual coverage by professional liability insurance
- Physical examination and immunizations
- Program of study approved by specialty faculty and by the Associate Dean of Graduate Programs (NB: All courses toward a program of study must be taken at Boston College.) The applicant is responsible for meeting ANA credentials for certification.

The application deadlines for full and part-time are December 1 and April 15.

The Dean of the Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

• Electives or Independent Study*	9 credits
• NU 515 Nursing Knowledge Development	2 credits
• NU 516 Clinical Judgment	2 credits
• NU 517 Role Implementation	2 credits
• NU 520 Research Theory	3 credits
<i>Options following NU 520, choose one</i>	
• NU 523 Computer Data Analysis	3 credits*
• NU 524 Masters Research Practicum	3 credits*
• NU 525 Integrated Review of Nursing Research	3 credits*
• 2 Specialty Theory Courses	6 credits
• 2 Specialty Practice Courses	10 credits
TOTAL	37 credits

*Optional, following 6 credits of research

• NU 801 Masters Thesis 3 credits
Nine credits of electives or independent study can be completed in summer, fall, and spring semesters. The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Pharmacotherapeutic and Advanced Nursing Practice, Physiological Life Processes, etc. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department after all course work is completed and all incomplete grades are cleared. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the Department Chairperson. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the student.

A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. No credit is granted.

Thesis

The Master's program allows the student the option of a thesis. It is the responsibility of the student to become familiar with the regulations and procedures. All students need to have completed 3 credits of Research Theory and completed or taking concurrently one of the research options in pursuing the thesis. Comprehensive examinations and all course work must be passed before the final thesis defense. The Thesis is supervised by a faculty research advisor and at least one other reader. Students who have not completed the thesis in NU 801 must register each semester for Thesis Direction NU 802, a non-credit course, until the thesis is completed.

Two typed copies of the thesis, one original and one clear copy, approved and signed by the faculty research advisor and reader, must be submitted to the Graduate Programs Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College but the University does not limit the author's right to publish the results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Associate Dean.

Laboratory Fee

The laboratory fee for each clinical course will be paid in advance of registration as a deposit for a clinical agency placement. A survey will be mailed to students in February to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical. The amount will be credited in full to the individual's student account.

GENERAL INFORMATION

Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing.

Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

Financial Aid

Applicants and students should refer to the School of Nursing's "Financial Aid-Identifying Sources and Making Application" packet. Please refer to the Financial Aid section of this Catalog for additional information regarding nursing scholarships and other financial aid information.

Grades

Complete grading information is available in the University section of this catalog and the Master's Student Handbook. In the Graduate School of Nursing a student who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from the School.

Leave of Absence

Master's students who do not register for course work, Thesis Direction or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than 2 semesters at a time. Students may obtain the *Leave of Absence Form* from the Associate Dean's Office and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the re-admission form with the Associate Dean's Office

at least 6 weeks prior to the semester in which they expect to re-enroll.

The conditions for leaves of absence and re-admission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. *Transfer of Credit* forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

COURSE OFFERINGS

Master's Program

NU 301 Culture and Health Care (F: 3)

This course brings the upper-division student into a direct care interface between the American health care delivery system and health care consumers of diverse socio-cultural backgrounds. Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and issues related to the safe and effective delivery of health care such as poverty and the right to health care.

Rachel Spector

NU 303 Adolescent Development and Health Care

Prerequisite: Basic Psychology course

This course is designed to provide a broad theoretical approach to the study of adolescent growth and development as a basis from which to examine major health concerns. Selected current health issues include the following: sexuality,

teenage pregnancy and parenting, eating disorders, substance abuse, depression and suicide, and self-destructive behaviors. Various support/intervention services available for treatment are explored. The use of music, poetry and literature for metaphoric meaning enhances an understanding of the adolescent experience. *Not offered 95-96*

The Department

NU 304 Death and Dying (S: 3)

Prerequisites: Core Psychology and Philosophy courses

This course focuses on the concepts of death and dying from a philosophical, cultural and psychodynamic perspective. It includes discussions of the effect dealing with death has on the health giver and some intervention strategies.

Miriam Gayle Wardle

NU 307 Suicide Prevention, Intervention, Treatment Strategies (F, S: 3)

Prerequisite: Upper division undergraduate, R.N. and graduate student status

This course will examine some of the risk factors leading to suicidal behavior and will address their implications. Content areas covered will include dysfunctional families, suicidal adolescents, cults, multiple personality disorders and its connections to suicide, borderline patients, dissociation, suicide survivors, patients who did not complete suicide, individual boundaries, and gender differences in suicide attempts.

Miriam Gayle Wardle

NU 308 Women and Health (S: 3)

Using a feminist framework, this course will present an exploration of issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and decisions around research and resource allocation.

Loretta Higgins

NU 310 Modern Nutrition: Issues and Education (F, S: 3)

This course provides an introduction to the principles of nutrition. Assignments help the student choose the proper foods for health and relate them to the nutrient function. Environmental effects on nutrition and national and world nutrition problems are considered.

Patricia Harrington

NU 312 Gerontological Nursing

This course focuses on the health issues of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems, as well as interventions to prevent, maintain and restore health and quality of life. *Not offered 95-96*

Ellen Mahoney

NU 314 Wellness Lifestyle (F, S: 3)

The major focus is on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors that encourage self care and alternative treatment models are addressed. The emphases are on

activities that students adopt to improve and maintain their own health status. Health care agencies and other resources in the community that contribute to the student's health status are identified and explored.

Rosemary Krawczyk

NU 420 Pharmacotherapeutic and Advanced Nursing Practice (F, S: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The inter-relationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens and patient teaching, as well as the psychosocial, economic, cultural, ethical and legal factors affecting drug therapy, patient responses and nursing practice. The role of the nurse practicing in an expanded role in decision making related to drug therapy is also included. It is assumed that the student already has a basic knowledge of the major pharmacological classifications. This is a requirement for Adult Health.

Laurel Eisenbauer

NU 422 Advanced Concepts for Oncology Nursing (S: 3)

This course is designed to expand students' understanding of the concepts used in advanced oncology nursing practice. Current knowledge and research in cancer biophysiology, cancer therapeutics and human responses to the cancer experience will be included. Legal and ethical issues affecting the care of patients with cancer will be explored. Case studies and student projects will provide opportunities to apply course content to clinical decision making, staff education, quality assurance or research design.

Phyllis Beveridge

NU 426 Advanced Psychopharmacology (S: 3)

Prerequisite: Graduate Standing

This course is designed for students who are specializing in psychiatric/mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course will review the role of the central nervous system in behavior and the drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders will be a focus of each class. Clinical examples and research criteria for drug studies will be included. Ethical, legal and professional issues will be covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric/Mental Health Nursing.

Judith Shindul-Rothschild

NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (F: 3)

This course is required for graduate psychiatric mental health nursing students. This course provides a foundation in the major systems of psychotherapy used in psychiatric mental health nursing and other disciplines engaged in mental health practice. The systems examined include the following: Psychodynamic, Humanistic, Existential, Behavioral, Cognitive, and Systems Therapies. The following areas are addressed: definitions of personality, mental health and dysfunc-

tion, principles of change, intervention strategies, and effectiveness of treatment of target populations and problems.

The usefulness of the various systems and theorists to psychiatric mental health nursing practice is evaluated. Psychotherapeutic interventions are examined in reference to inherent biases and limitations, demonstrated efficacy, and cultural social, and political considerations.

June Andrews Horowitz

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (F: 5)

Prerequisites: NU 441, NU 515 and NU 516 or concurrently, and Physical Assessment

This course is required for graduate psychiatric mental health nursing students. This is the first of two major advanced theory and clinical specialty courses in psychiatric mental health nursing. Theories and practice are integrated to address the processes of assessment and diagnosis of functional and dysfunctional patterns of behaviors, the formulation of initial intervention strategies, and the initiation of the Orientation Phase of psychiatric nursing intervention with selected clients. Clinical practice (20 hrs./wk.) with adults and children take place in high-need, urban, community mental health delivery systems. Seminar and clinical practicum are both used as learning experiences. This course is complemented by the course NU 441.

*June Andrews Horowitz
Karen Aroian*

NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in maternal and child health. Content will address development, utilization, analysis, and synthesis of theories and research relevant to maternal and child health, with attention to the impact of diversity in culture, ethnicity, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the role of the advanced practice nurse in MCH as it affects health care and health policy at domestic and international levels.

Deborah Mahony

NU 453 Advanced Practice in Women's Health Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently, and Physical Assessment

This course is the first of two courses in the Advanced Practice in Women's Health Series. This course concentrates on the role of the nurse in advanced practice with women across the life span, focusing on wellness promotion and common alterations in the sexuality-reproductive pattern are explored with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hrs./wk.), and course assignments.

*Joellen Hawkins
Margaret Kearney*

NU 457 Advanced Practice in Pediatric Ambulatory Care Nursing I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently, and Physical Assessment

This course concentrates on the role of the nurse in advanced practice infants, children, and adolescents and their families, in ambulatory care pediatric settings, focusing on wellness promotion and alterations in health patterns. Clinical learning experiences (20 hrs./wk.) focus on the increased integration of ethical and diagnostic judgments to promote optimal well-being and functioning. The psycho-social and physiologic variations of are explored with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences, and course assignments. This course is the first of two clinical courses in the advanced practice primary care of children.

The Department

NU 459 Advanced Practice in Acute and Chronic Care of Children I (F: 5)

Prerequisites: NU 452, NU 515 and NU 516 or concurrently, and Physical Assessment

This course concentrates on the role of the nurse in advanced practice with infants, children and adolescents in acute/chronic care pediatric settings. The psychosocial dynamics of parenting, childhood and illness are explored. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hrs./wk.) and course assignments.

The Department

NU 462 Advanced Theory in Adult Health Nursing I (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This is the first in a series of four courses in the theory and practice in adult nursing. The course uses The Integrated Metaparadigm incorporating human life processes, functional health patterns and human responses within the broader life process of becoming, with emphasis on health and optimal functional ability. The course will include exploration of theories and models underlying specific life processes and interaction with their environment in adults with varied health state, age, developmental and gender characteristics. Diagnostic, therapeutic and ethical reasoning concepts are incorporated in the analysis and assessment (measurement) of dimensions and parameters of resulting functional health patterns and human responses.

*Carol Mandle
Rita Olivieri
Susan Chase*

NU 463 Advanced Practice in Adult Health Nursing I (F: 5)

Prerequisites: NU 462, NU 515 and NU 516 or concurrently, and Physical Assessment

This course concentrates on assessment and diagnosis within the development of advanced adult nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hrs./wk.) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables to be changed to en-

hance optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

*Margaret Murphy
Carol Mandle
Dorothy Jones*

NU 472 Advanced Theory in Community Health Nursing I (F: 3)

Prerequisites: NU 515 and NU 516 or concurrently

This course is the first of a series in the theory and advanced practice of community health nursing. This course focuses on theories, concepts and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

Rachel Spector

NU 473 Advanced Practice in Community Health Nursing I (F: 5)

Prerequisites: NU 472, NU 515 and NU 516 or concurrently, and Physical Assessment

This course focuses on the study, analysis and application of nursing theories and frameworks as they relate to the nursing care of families and communities. Emphasis is placed on the roles of the family nurse practitioner and the clinical nurse specialist in the development of skills for the assessment phase, including nursing and primary care diagnoses. Theory and research are integrated through seminars, as well as clinical conferences and experiences (20 hrs./wk.). Clinical settings include health departments, health centers, visiting nurse associations, home care agencies, health maintenance organizations and occupational health programs.

*Sally Rankin
Nancy Gaspard*

NU 500 Assessment of Parent-Infant Interaction

This course is based upon current theory and research related to the Barnard Model of parent-infant-environment interaction. Students will learn how to reliably administer four assessment scales: (1) the Nursing Child Assessment Sleep Activity Record (NCASA) infants and toddlers; (2) the Nursing Child Assessment Feeding Scale (NCAF) birth to one year; (3) the Nursing Child Assessment Teaching Scale (NCAF) birth to three years, and (4) the Home Observation Measurement of the Environment (HOME) birth to three years. Case study presentations will be used to demonstrate how these assessments can be used to identify and intervene with families at risk. *Not offered 95-96*

The Department

NU 515 Nursing Knowledge Development (F: 2-S: 2)

Prerequisites: Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor

The course focuses on the analysis of theory and conceptual frameworks as the basis for advanced nursing practice and development of nursing knowledge. Opportunity is provided for concept analysis and development within each student's specialty area. Theoretical models are compared and contrasted in relation to nursing's

metaparadigm. Emphasis is placed on the relationships among practice, theory and research.

*Sr. Callista Roy
Mary Ellen Doona*

NU 516 Clinical Judgment: Ethical, Diagnostic and Therapeutic (F: 2-S: 2)

Prerequisites: Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students with permission of instructor

The course focuses on the three domains of clinical judgment. In the ethical reasoning module, emphasis is on the philosophical basis of nursing practice, ethical principles and reasoning, and the application of theories and frameworks in clinical reasoning. The diagnostic-therapeutic module focuses on nursing diagnosis and diagnostic-therapeutic reasoning. Information processing and decision-making theories are examined for clinical usefulness.

*Marjory Gordon
Catherine Murphy*

NU 517 Advanced Nursing Practice-Role Implementation and Integration (F, S: 2)

Prerequisites: NU 515, NU 516 or concurrently

The focus of this course is on the mastery of nursing concepts used in the development of nursing's advanced practice role within social institutions that impact on health care delivery. Dimensions of the role will be explored with particular emphasis on leadership, accountability, autonomy, professionalism, collaboration, consultation and research. Emphasis will also be placed on implementing innovative practice models in multiple settings focusing on case management within the framework of health care reform. The course builds on the cognates, nursing knowledge development, advanced nursing practice-role implementation, and integration and health care economics. In addition, strategies will be explored around the utilization of nursing knowledge in practice. Role activities are explored at all levels of intervention: primary, secondary and tertiary.

*Dorothy Jones
Judy Shindul-Rothschild
Joellen Hawkins*

NU 520 Nursing Research Theory (F, S : 3)

Prerequisite: Undergraduate statistics course

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students and non-matriculated nursing students with permission of instructor

Research methods such as experimental/quasi-experimental, exploratory, descriptive and naturalistic inquiry are presented. Research design considerations include types of control, threats to validity, and sampling plan in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health, nursing, environment and the person.

Note: Those students who have completed NU 520 for 2 credits will register in one of the following: NU 523, NU 524, NU 525 in a special section for 4 credits. In these special 4 credit sections, students will be given extra work to accumulate the 37 credits needed for graduation.

Anne Norris

NU 523 Computer Analysis of Health Care Data (F: 3-S: 3)

Prerequisite: NU 520 or concurrently or permission of instructor

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze health care data using the VAX system and SPSS software packages. An existing data set will provide practical experiences.

Bernadette Hungler

NU 524 Masters Research Practicum (F: 3-S: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal or a research utilization proposal.

*Miriam Gayle Wardle
The Departments*

NU 525 Integrative Review of Nursing Research (F, S: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research. This is to develop and to test hypotheses derived from a theoretical model. The research area is to be related to the student's specialty area.

Note: Those students who have completed NU 520 for 2 credits will register in one of the following: NU 523, NU 524, NU 525 in a special section for 4 credits. In these special 4 credit sections, students will be given extra work to accumulate the 37 credits needed for graduation.

*Laurel Eisenbauer
The Department*

NU 541 Stress and Trauma: Individual/Family Responses (S: 3)

Prerequisites: Required for graduate psychiatric mental health nursing students. Open to a limited number of graduate students in other nursing specialties as well as non-nursing graduate students involved in counseling/therapy.

This course examines the existing and evolving theories of stress responses and responses to trauma, particularly Post-Traumatic Stress Disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. The nursing, social work, psychiatry, psychology, sociology and the biological sciences literature are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.

June Andrews Horowitz

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing II (S: 5)

Prerequisites: NU 443, NU 517 or concurrently

Required for graduate psychiatric mental health nursing students.

This is the second major advanced theory and clinical specialty course. Differential diagnostic processes are examined in reference to DSM IV and Nursing Diagnosis systems. Theories and interventions concerning major mental health disorders are evaluated to judge their relevance and efficacy for work with high-need urban populations. Treatment needs of both adults and children are also addressed. Clinical learning experiences (20 hrs./wk.) focus on the implementation

of the Working and Termination Phases of psychiatric nursing intervention. Students will have experience with a variety of intervention modalities. Seminar and a clinical practicum are both used as learning experiences. This course is complemented by NU 441 and NU 541.

*June Andrews Horowitz
Karen Aroian*

NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents and Their Families (S: 3)

Prerequisites: NU 517 or concurrently

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in maternal and child health. Content will address development, utilization, analysis, and synthesis of theories and research relevant to maternal and child health, with attention to the impact of diversity in culture, ethnicity, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the role of the advanced practice nurse in MCH as it affects health care and health policy at domestic and international levels.

Margaret Kearney

NU 553 Advanced Practice in Women's Health Nursing II (S: 5)

Prerequisites: NU 453, NU 517 or concurrently

This course is the first of two courses in the Advanced Practice in Women's Health Series. This course concentrates on the role of the nurse in advanced practice with women across the life span, focusing on wellness promotion and common alterations in the sexuality-reproductive pattern are explored with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hrs./wk.), and course assignments.

*Joellen Hawkins
Margaret Kearney*

NU 557 Advanced Practice in Pediatric Ambulatory Care II (S: 5)

Prerequisites: NU 457, NU 517 or concurrently

This course builds on the content of NU 457 and concentrates on the role of the nurse in advanced practice with infants, children, and adolescents and their families, in ambulatory care pediatric settings. The psychosocial and physiologic variations of children's health are integrated with special concern for cultural, ethnic and socioeconomic diversity. It focuses on refinement of skills in nursing management of health care needs of children. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical experiences (20 hrs./wk.), clinical conferences, and course assignments.

Deborah Mahony

NU 559 Advanced Practice in Acute and Chronic Care of Children II (S: 5)

Prerequisites: NU 459, NU 517 or concurrently

This course builds on the content of NU 459 and concentrates on the role of the nurse in advanced practice in the development and evaluation of acute and chronic care nursing management strategies for the optimal level of functioning with infants, children, adolescents and their families, as well as the indirect role functions of

the advanced practice nurse with these clients. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hrs./wk.) and course assignments.

The Department

NU 562 Advanced Theory in Adult Health Nursing II (S: 3)

Prerequisite: NU 517 or concurrently

This course concentrates on the development, use, analysis and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced practice in adult health nursing are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments.

Laurel Eisenhauer

Carol Mandle

NU 563 Advanced Practice in Adult Health Nursing II (S: 5)

Prerequisites: NU 462, NU 463, NU 517 or concurrently

This course concentrates on the implementation, evaluation and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hrs./wk.) focus on the increased integration of ethical, diagnostic and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

Margaret Murphy

Carol Mandle

Susan Chase

Dorothy Jones

NU 572 Advanced Theory in Community Health Nursing II (S: 3)

Prerequisites: NU 472, NU 517 or concurrently

This course is the second of a series in the theory and advanced practice of community health nursing. The course focuses on concepts, theories and research in the development of knowledge and skills for the health assessment phase of the nursing process, including nursing diagnosis and clinical judgment. Emphasis is on health promotion and the attainment of an optimum level of wellness in families and communities. Theories and research from nursing and other disciplines are integrated. The processes of outcomes of intervention are systematically evaluated.

Rachel Spector

NU 573 Advanced Practice in Community Health Nursing II (S: 5)

Prerequisites: NU 473, NU 517 or concurrently

This course focuses on the roles of the family nurse practitioner (FNP)/Clinical Nurse Specialist (CNS) in the development, implementation and evaluation of nursing interventions with families, aggregates and the community client. Selection of either the family or the community focus facilitates development of the FNP/CNS. Seminars, clinical conferences, lectures and clinical experiences (20 hrs./wk.) provide opportunities to

integrate theory, concepts and research as well as to further synthesize role components.

Sally Rankin

Nancy Gaspard

NU 663 Advanced Practice in Adult Health Nursing: Acute Care (F, S: 5)

Prerequisites: NU 515, NU 516, NU 517, NU 462, NU 463, NU 562, NU 563, NU 420, NU 672

This course concentrates on the implementation, evaluation and development of advanced nursing practice in acute care based on theoretical knowledge and research. Clinical learning experiences (20 hrs./wk.) focus on the increased integration of ethical, diagnostic and therapeutic judgments in the acute health care of adolescents and younger, middle and older adults thus promoting their optimal level of being and functioning emphasizing the management of acute alterations in human responses, health patterns and life processes. Analyses of selected health care delivery systems will emphasize the identification of variables that influence health. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

NU 670 Ethical Issues in Nursing Practice (F: 3)

Open to non-matriculated students and non-majors.

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values, the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision making will be developed.

Catherine Murphy

NU 672 Physiological Life Processes (F, S: 3)

Prerequisite: Baccalaureate degree in nursing or permission of instructor

A study of the physiological theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal and endocrine regulation. This course is a requirement for Adult Health.

Susan Chase

NU 699 Independent Study in Nursing (F, S: credits by arrangement)

Prerequisite: Permission of an instructor and the Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty. A written proposal for an independent

study in nursing must be submitted to the Educational Policy Committee together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the Educational Policy Committee at the end of the semester.

The Department

NU 801 Master's Thesis (F, S: 3)

Prerequisites: Six credits of research including NU 520 and one of the following: NU 523, NU 524 or NU 525. Specialty Theory and Practice I and II as well as NU 517 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

The Department

NU 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

NU 888 Interim Study (F: 0-S: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

Doctoral Program

NU 701 Epistemology of Nursing (F: 3)

Prerequisite: Doctoral standing; PL 593, or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

Sr. Callista Roy

Sally Rankin

NU 702 Strategies of Knowledge Development (S: 3)

Prerequisite: NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one

of the research foci: clinical and ethical judgments and human life processes and patterns.

*Sr. Callista Roy
Sally Rankin*

NU 710 Themes of Inquiry I: Clinical Topics (F: 3)

Prerequisite: NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family and group levels are considered.

Marjory Gordon

NU 711 Themes of Inquiry II: Clinical Judgment (S: 3)

Prerequisite: NU 710

In this course, students examine several programs of nursing research as themes of inquiry. There is an in-depth examination of the work of selected nurse researchers who have established a record of research productivity in the literature. Emphasis is placed on the problems investigated, populations studied, research design, usefulness of results for practice, and development of middle range theory related to life processes. Students present one program of research to illustrate how a sustained research effort can contribute to knowledge development. The outcomes of research are evaluated and future directions identified. Through a "State of the Science" paper, students demonstrate their ability to synthesize the literature concerning a theoretical or clinical area of interest. The seminars provide opportunity for students and faculty to engage in discussion about how one may develop a program of research, the importance of particular work to nursing science, and the application of research result to clinical practice.

*Laurel Eisenbauer
Marjory Gordon*

NU 742 Nursing Research Methods: Quantitative and Qualitative Approaches (F: 3)

Prerequisite: Enrollment in Doctoral Program or permission of Faculty Teacher of Record

This introductory course fulfills a research methods requirement for doctoral students in nursing. The course focuses upon research methods relevant to doctoral students in nursing. Application of quantitative and qualitative methodologies to a variety of research questions is explored.

*Mary E. Duffy
Evelyn Barbee*

NU 744 Statistics: Computer Application and Analysis of Data (S: 3)

Prerequisite: NU 742

Study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

Barbara Hazard Munro

NU 746 Measurement: Norm- and Criterion-Referenced Approaches (F: 3)

Prerequisite: NU 742 or permission of Faculty Teacher of Record

This course focuses upon measurement theory and practice as it is used in nursing and

health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, biobehavioral markers, interviews, questionnaires and scales.

Sally Rankin

NU 751 Advanced Qualitative Methods (S: 3)

Prerequisites: NU 742 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and the social sciences who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as writing up findings for publication.

Cathy Malek

NU 753 Advanced Quantitative Nursing Research Methods (S: 3)

Prerequisites: NU 742 or permission of Faculty Teacher of Record

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation. The seminar is not a replacement for the work of the Dissertation Committee; rather it serves to provide a structure within which the student can apply the elements of the research process in a written, systematic and pragmatic way.

Mary E. Duffy

NU 810 Research Practicum I (F: 1)

Prerequisite: NU 701 or concurrently

This is the first in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration and to collaborate with faculty on existing projects and publications.

The Department

NU 811 Research Practicum II (S: 1)

Prerequisites: NU 810, NU 702 or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

The Department

NU 812 Research Practicum III (F: 1)

Prerequisites: NU 810, NU 811

This is the fourth in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).

The Department

NU 813 Research Practicum IV (S: 1)

Prerequisite: NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and

NU 812 with emphasis on data analysis, drawing conclusions and communication of findings/implications.

The Department

NU 820 Expanding Paradigms for Nursing Research (F: 3)

Prerequisites: NU 702, NU 812, NU 710 or concurrently

Review and synthesis of research related to selected clinical research topic within the substantive knowledge area that is the focus of study, that is, a given human life process, pattern and response, or diagnostic or ethical judgment.

Dorothy Jones

NU 821 Nursing Research and Health Policy Formulation (S: 3)

Prerequisite: NU 820

Research utilization in health policy formulation is explored as well as the ethical obligations of nurse scientists in the conduct of research. Personal programs of research are projected in keeping with present and future priorities in nursing science.

Margaret A. Murphy

NU 901 Dissertation Advisement (F: 3)

Prerequisite: Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (S: 3)

Prerequisite: NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 998 Doctoral Comprehensives (F, S: 0)

All doctoral students who have completed their course work and are preparing for comprehensive exams must register for this course.

The Department

NU 999 Doctoral Continuation (F, S: 0)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation after taking six credits of Dissertation Advisement are required to register for Doctoral Continuation each semester until the dissertation is completed.

The Department

PRECEPTOR AND RESOURCE PERSONNEL APPOINTMENTS FOR GRADUATE PROGRAMS

- Anne Alberti**, B.S., Boston College; M.S., Boston University
- Joanne Aldrich**, B.S.N., University of Texas at Galveston; M.S.N., University of Lowell; Ed.D., Boston University
- Joyce Ames**, B.S., Salve Regina College; M.S., Simmons College
- Katharine Bailey**, B.S., Boston University; M.S., Boston College
- Nancy Coyne Baker**, B.S., Boston College; M.S.N., Simmons College
- Elizabeth Borghesani**, B.S., Jackson College; B.S.N., Boston State College; M.S., Boston College
- Robin Brooke-Meldon**, B.S. University of Virginia; M.S. Catholic University of America
- Judy Brucks**, B.S.N., University of Rhode Island; M.S., Boston College
- Anne Wirick Brown**, B.S., Worcester State College; M.S., Simmons College
- Gale A. Cahoon**, B.S., Salem State College; M.S., University of Lowell
- Patricia Canavan**, B.S.N., University of Massachusetts; M.S., Boston College
- Virginia Curtin Capasso**, B.S.N., Northeastern University; M.S., Yale University
- Dorothy Carver-Chase**, B.S., University of New Hampshire; M.S., Boston College
- Mary Scahill Challela**, B.S., Boston University; M.S., D.N.Sc., Boston University
- Jennifer Clair**, B.S., University of Pennsylvania; M.S., Boston College
- Constance Clarke**, B.A., B.S., Boston University; M.S., Boston Family Institute
- Constance Crowley-Ganser**, B.S., University of Massachusetts; M.S., University of California, San Francisco
- Martha Curley**, B.S., University of Massachusetts, Amherst; M.S.N., Yale University
- Carole P. Davis**, B.S., Boston College; M.S., Boston University
- Donna M. Donilon**, B.S., M.S. Boston College
- Theresa Dowling-Williams**, B.S., M.S., Boston College
- Paula Griffin Dwan**, B.S., M.S., Boston College
- Rosamunde Ebacher**, B.S., University of New Hampshire; M.S., Boston College
- Kathy J. Fabiszewski**, B.S.N., Salem State College; M.S., University of Lowell
- Judith A. Farley**, A.D., Curry College; B.S.N., Curry College; M.S.N., University of Pennsylvania
- Luisa Fertitta**, B.S., College of Saint Teresa; M.S., Boston College
- Dorothy Goulart Fisher**, B.S.N., University of Rhode Island; M.S., Boston College
- Karen Flaherty**, B.S., Boston State College; M.S., Boston College
- Georgina Flannery**, B.A., Emmanuel College; M.S., Simmons College
- Raymond Flannery, Jr.**, B.A., College of Holy Cross; M.A., Boston College; Ph.D., University of Windsor
- Nancy Fox-Webber**, B.S., University of Wisconsin; M.S.N., Simmons College
- Helen Gilbert**, B.S., Worcester State College; M.S., Massachusetts General Hospital Institute of Health Professions
- Constance Gillett**, B.S., Southeastern Massachusetts University; M.S., Boston College
- Carol Glod**, B.S., University of Rochester; M.S., Boston College
- Nancy Goldberg**, B.A., Johns Hopkins University; B.S.N., Columbia University; M.S.N., University of Pennsylvania
- Victoria Griffin**, B.S., Fairleigh Dickinson University; M.S. Simmons College
- Ann Gurka**, B.S., M.S., Boston College
- Patricia Mahon Halkola**, A.S.N., Chabot College; B.S., California State University; M.S., Boston College
- Jill Hallisey**, B.S., Northeastern University; M.S., Boston College
- Cynthia Hodson**, B.S.N., Northeastern University; M.S., Boston College
- Ann Hurley**, B.S., Boston College; M.S., D.N.Sc., Boston University
- Carol Kelly**, B.S., University of Vermont; M.S., Boston College
- Patricia Kraepelien-Bartels**, B.S. University of California, Los Angeles; M.S., University of California, Davis
- Janet Kunsman**, B.S., Salem State College; M.S., Boston College
- Cheryl Lacasse**, B.S., University of Rochester; M.S., Boston College
- Maryanne Ladd**, B.S., Northeastern University; M.S., Boston College
- Ellen Leary**, B.S., Boston College; M.S.N., Catholic University of America
- Joan Lederman**, A.S.N., Lasell Junior College; B.S.N., California State University; M.S.N., University of Pennsylvania
- Kathleen Leonard**, B.S., University of Massachusetts; M.S., Boston College
- Anatoly Levin**, M.A., Ph.D., Moscow School of Education
- Martha Marean**, B.S., Boston University; M.S., Boston College
- Jennie Mastroianni**, B.S., University of Connecticut; M.S., Boston College
- Susan McKenney**, B.S., University of Lowell; M.S., University of Lowell
- Elizabeth Mullen**, B.S., Boston College; M.S., Boston College
- Barbara Neizo**, B.A., University of Hartford; M.S., Boston University
- Angela Maida Nicoletti**, B.S., M.S., Boston College
- Angela Patterson**, B.S., M.S., Simmons College
- Sheila Orlinoff Poswolsky**, B.A., Case Western Reserve University; B.S.N., Cornell University; M.S.N., Simmons College
- Cheryl Panzarella**, B.S., M.S., Boston College
- Anna Melone Pollock**, B.S., M.S., Boston College
- Donna Principato**, B.S., M.S., Boston College
- Veronica Frances Rempusheski**, B.S., Seton Hall University; M.S., University of Colorado; Ph.D., University of Arizona
- Patricia Rissmiller**, B.S.N., Catholic University; M.S. University of Colorado; D.N.Sc., Boston University
- Nancy Schappler**, B.S., Salve Regina College; M.S., Boston College
- Eunice Shishmanian**, B.S., Simmons College; M.S., Boston College
- Toni St. Germain**, B.S., Boston College; M.S., Framingham State College; M.S., Boston College
- Eileen Stuart**, B.S.N., St. Anselm's College; M.S., Boston College
- Nancy Swanson**, B.S., St. Joseph College; M.S., Boston University
- Eleanor Tabeeek**, B.S., Boston College; M.S., Catholic University of America; Ph.D., Boston College
- Rosemary Theroux**, B.S., Worcester State College; M.S., Boston College
- Margaret Williams**, B.S., University of Southern Maine; M.S., Boston College

GRADUATE SCHOOL OF SOCIAL WORK

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, social policy, planning and administration on the Master's level; clinical social work or social planning on the Doctoral level. Practice area subconcentrations, including Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level concentrations.



PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of four years.

Off-campus Opportunities: A major portion of the part-time component is available at sites in the Worcester, Plymouth, and Springfield areas, and in Portland, Maine, in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

Social Work Practice

The foundation courses in social work practice are designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups and communities. It also incorporates a bridging component relating the content to the specific modes in which the students plan to concentrate and is a prerequisite for them.

SW 700 Social Work Practice

SW 790 Social Work in Industry

SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic

SW 825 Social Work with Groups

SW 879 Social Work Practice with Women

SW 880 Social Work Practice in Child Welfare

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

SW 701 The Social Welfare System

SW 702 Social Policy Analysis

SW 801 Racism: Dynamics of Social Process

SW 802 The Challenge of the Aging Society: Issues and Options

SW 805 Issues in Family and Children's Services

SW 808 Legal Aspects of Social Work

SW 813 Comparative Policy Analysis and Field Experience

SW 814 Ethical and Policy Issues in Contemporary Health Care

SW 818 Forensic Issues for Clinical Social Workers-Focus: Prisoners

SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

SW 721 Human Behavior and the Social Environment

SW 722 Psychosocial Pathology

SW 724 Social Work Perspectives on Organizations and Communities

SW 727 Substance Abuse: Alcohol and Other Drugs

SW 821 Small Group Theory

SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development

SW 827 Ego Psychology

SW 833 Social Gerontology

SW 836 Self Psychology

SW 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include the following:

SW 740 Introduction to the Computer

SW 747 Research Methods in Social Work Practice

SW 751 Quantitative Methods in Social Work Practice

SW 840 Advanced Quantitative Analysis

SW 841 Evaluative Research for Micro-Practice

SW 844 Evaluative Research for Macro-Practice

SW 845-846 Research Design Seminar I-II

SW 848 Research Readings in Women's Issues

SW 849 Research Independent Study

SW 850 Research Group/Independent Study: Advanced Couples and Family Therapy; Seasoned Marriages

SW 851 Policy Analysis Research for Social Reform

SW 854 Behavioral and Political Dynamics of Poverty

SW 859 Practice Evaluation

Field Instruction

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

SW 900 Field Practicum Lab

SW 901-902/907-908 Field Instruction I-II

SW 903-904 CSW Field Instruction III-IV

SW 905/909 Summer Block Field Instruction I-II

SW 914-916 Community Organization, Social Planning and Policy Field Instruction III-IV

SW 919-920 Human Services Administration Field Instruction III-IV

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.

The course offerings are as follows:

- SW 762 Basic Skills in Therapeutic Intervention
- SW 860 Advanced Couples and Family Therapy: Theory, Evaluation and Practice
- SW 861 Differential Assessment and Intervention
- SW 863 Cross-Cultural Social Work
- SW 864 Group Therapy
- SW 865 Family Therapy I
- SW 866 Therapeutic Interventions with the Elderly
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 870 Clinical Social Work Group/Independent Study: Family Preservation
- SW 871 Social Work in an Extremely Stressful Environment: The Prison
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 875 Family Therapy II
- SW 876 Time-Effective Therapy
- SW 878 Adolescent Mental Health Treatment

Community Organization, Planning, Policy and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions over their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for

- planning, implementing and managing human services;
- using participatory strategies that involve individuals, groups and organizations in planned development processes;

- providing executive leadership that is both creative and practical for private and public human service agencies;
- advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations;
- researching, analyzing, and evaluating policies and programs.

Students may choose one of two foci within the concentration, either **Community Organization, Social Planning and Policy (COSPP)**, or **Human Services Administration**. COSPP prepares social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis. Administration prepares managers committed to social work goals and skilled in techniques of human services management. By grouping electives, students in either track may also subconcentrate in a field of practice.

The Concentration builds on the School's foundation courses with a joint methods course and first year field curriculum designed for all students in both the COSPP and Administration tracks. In addition, each track includes two advanced methods courses, a human behavior/social environment corollary, and a second year methods-specific field practicum, as well as supplementary electives.

Course offerings are as follows:

- SW 800 Basic Skills in SPA Interventions
- SW 809 Administration of Human Services Programs
- SW 810 Seminar in Administration and Financial Management
- SW 816 Supervision and Staff Management
- SW 883 Social Planning in the Community
- SW 884 Strategic Planning
- SW 887 Developmental Planning: Urban
- SW 888 Seminar in Community Organization and Political Strategy
- SW 897 Planning for Health and Mental Health Services
- SW 899 SPA Independent Study

JOINT DEGREE PROGRAMS

The Graduate School of Social Work has instituted three joint degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admission Offices, and candidates must apply to and be accepted by each of the relevant schools independently.

The M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years, one each in the foundation years of both schools, and the third incorporating joint class and field work.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry) in conjunction with the Boston College Institute for Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

Accelerated B.A./M.S.W. Program

In cooperation with the College of Arts and Sciences, the School has instituted a Three/Two Program whereby a limited number of Psychology and Sociology Majors may combine first-year Graduate Social Work courses and field work with their junior and senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, in the College of Arts and Sciences.

PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The Doctor of Social Work program for M.S.W. practitioners who have demonstrated competence in a practice method is designed to (1) extend the student's conceptual and empirical knowledge about clinical or social policy analysis and planning methods of social work practice that are responsive to people in need of services; and (2) integrate the student's research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), four electives and nine dissertation related credits, comprise the 51 credits required for the D.S.W. The program, instituted in 1979, is designed for part time study. Courses offered to date include the following:

- SW 960 Public Policy as a Field
- SW 962 Social Policy Analysis
- SW 963 Scientific Inquiry in Social Work
- SW 964 Statistical Analysis for Social Work Research
- SW 965 Evaluation of Outcomes in Clinical Practice
- SW 966 Dissertation Seminar
- SW 971 Doctoral Seminar in Clinical Practice I
- SW 972 Empirical Clinical Practice
- SW 973 Comparative Models of Intervention
- SW 974 Issues in Clinical Social Work Practice
- SW 976 Ego Psychology and Clinical Practice
- SW 977 Theory, Research and Clinical Practice with Couples and Families

- SW 978 Ethnicity, Race, Gender & Class: Theory, Models and Research in Clinical Practice
- SW 980 Social Planning Theory
- SW 981 Social Planning Models: Congruence and Evaluation
- SW 982 Participatory Dynamics of Social Planning
- SW 983 Planning for Specific Intervention Domains I
- SW 984 Planning for Specific Intervention Domains II
- SW 992 Correlation and Regression Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

CONTINUING EDUCATION

The Office of Continuing Education offers workshops, seminars, institutes and mini-courses in a wide variety of subject areas for human services professionals. Continuing Education credits associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. Advanced training certificate programs are also available.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin that may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

FACULTY

June Gary Hopps, *Professor and Dean*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Betty Blythe, *Professor*; B.A. Seattle University; M.S.W., Ph.D., University of Washington

Demetrius S. Iatridis, *Professor*; Chairperson, Community Organization, Policy, Planning and Administration; A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

Richard A. Mackey, *Professor*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Anthony N. Maluccio, *Professor*; Chairperson, D.S.W. Program; B.A., Yale University; M.S., D.S.W., Columbia University

Elaine Pinderhughes, *Professor*; Chairperson, Clinical Social Work; A.B., Howard University; M.S.W., Columbia University

Robert L. Castagnola, *Associate Professor*; B.S.S.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Woo Sik Chung, *Associate Professor*; B.A., Sogang University; M.A., Ph.D., St. Louis University

Albert F. Hanwell, *Associate Professor and Associate Dean*; B.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Karen K. Kayser, *Associate Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

Eric R. Kingson, *Associate Professor*; B.A., Boston University; M.P.A., Northeastern University; Ph.D., Brandeis University, The Florence Heller School for Advanced Studies in Social Welfare

Kathleen McInnis-Dittrich, *Associate Professor*; B.A. Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thanh Van Tran, *Associate Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Nancy W. Veeder, *Associate Professor*; A.B., Smith College; M.S., Simmons College School of Social Work; C.A.S., Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University; M.B.A., Boston College

Leon F. Williams, *Associate Professor*; Chairperson, Social Work Foundation; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Richard H. Rowland, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.W. Boston University School of Social Work; Ph.D., The Florence Heller School, Brandeis University

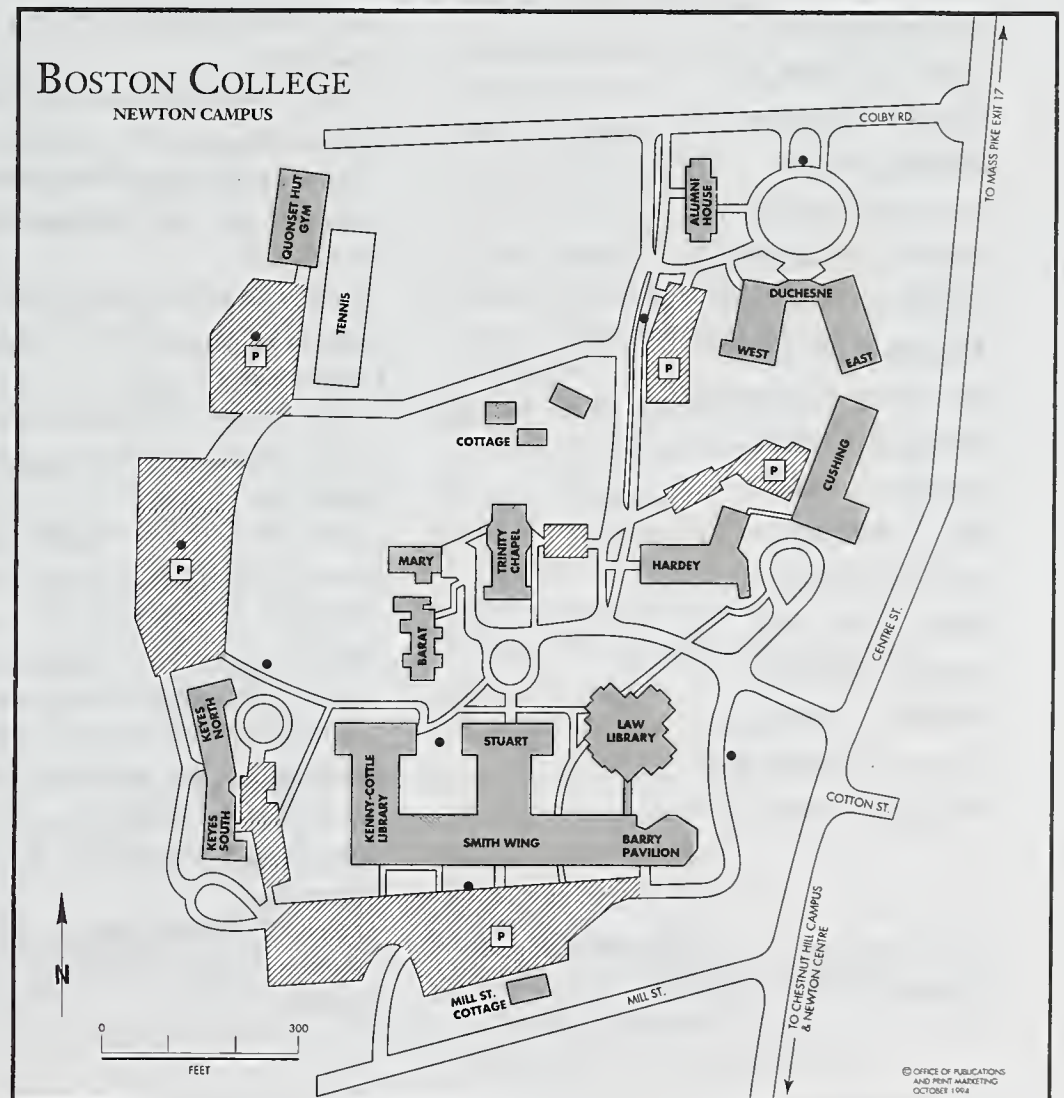
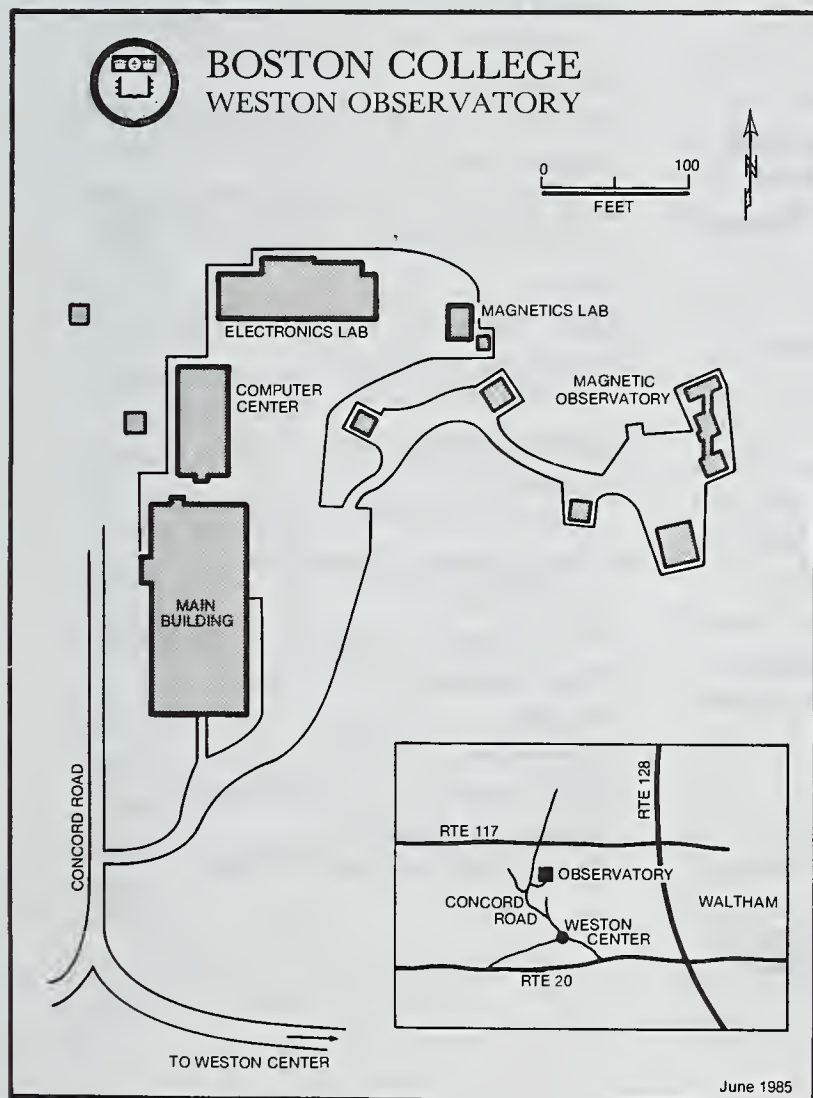
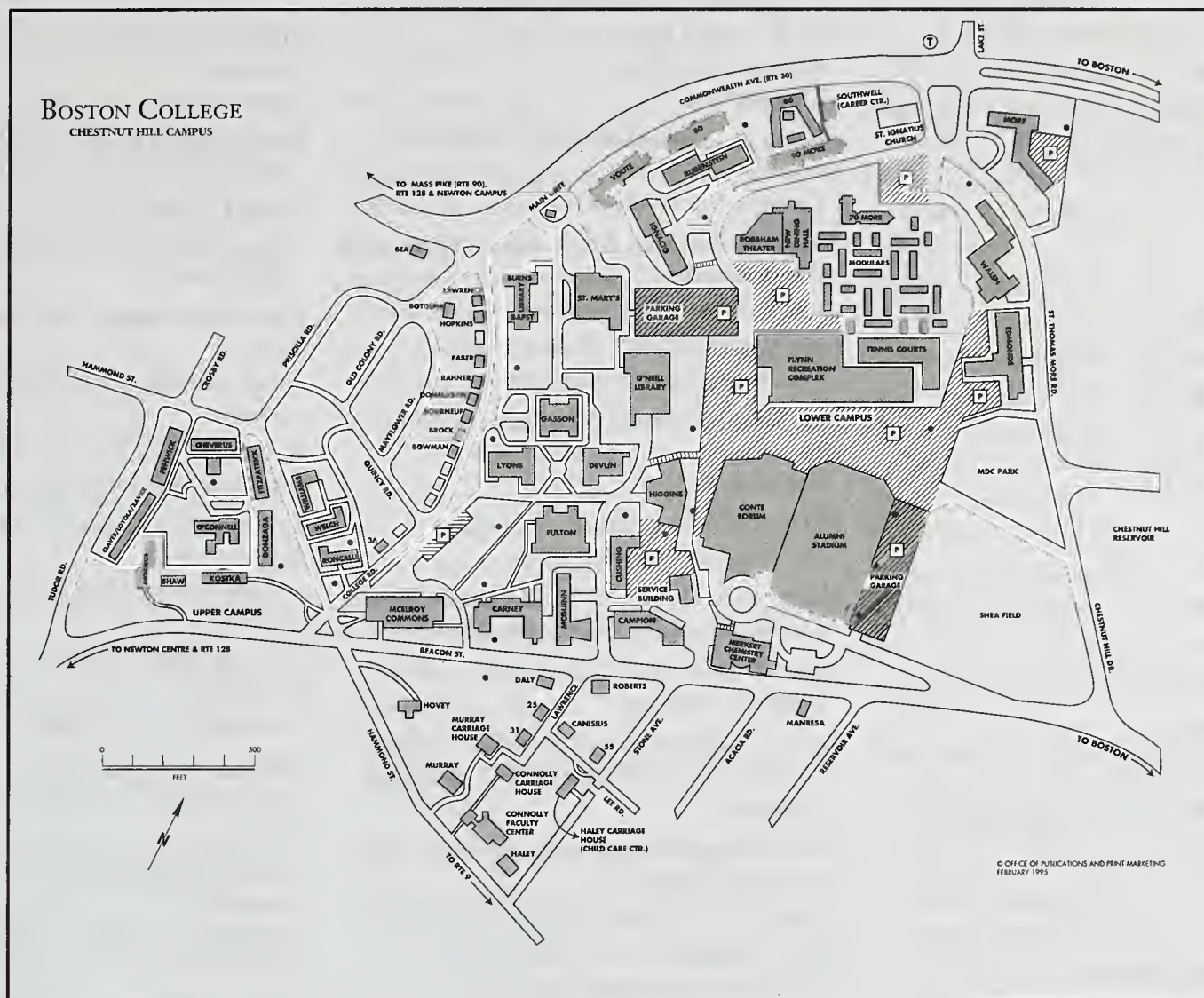
Paul Wilson, *Adjunct Associate Professor*; B.A., Acadia University; M.Div., Union Theological Seminary, New York; M.S.W., Ph.D., Washington University, Missouri

Pauline Collins, *Assistant Dean for Field Education and Assistant Professor*; B.A., University of Michigan-Dearborn; M.S.W., Ph.D., University of Michigan School of Social Work

Paul Kline, *Adjunct Assistant Professor*; B.A., St. Bonaventure University; M.A., Ph.D., Boston College

Thomas O'Hare, *Assistant Professor*; B.A. Manhattan College; M.A., Ph.D., Rutgers University

CAMPUS MAP



ADMINISTRATION

THE BOARD OF TRUSTEES

Geoffrey T. Boisi, *Chairman*
 Richard F. Syron, *Vice-Chairman*
 Joseph A. Appleyard, S.J.
 Mary Jane Voute'Arrigoni
 Wayne A. Budd
 Patrick Carney
 James F. Cleary
 Charles I. Clough, Jr.
 William F. Connell
 John M. Connors, Jr.
 Brian E. Daley, S.J.
 Michael A. Fahey, S.J.
 Emilia M. Fanjul
 John F. Farrell, Jr.
 Charles D. Ferris
 Thomas J. Flatley
 Samuel J. Gerson
 Susan M. Gianinno
 Mary J. Steele Guilfoile
 Richard T. Horan
 Richard A. Jalkut
 Michael D. Jones
 Judith B. Krauss
 Michael J. Lavelle, S.J.
 Peter S. Lynch
 Catherine T. McNamee, C.S.J.
 John A. McNeice, Jr.
 J. Donald Monan, S.J.
 Robert J. Morrissey
 Robert J. Murray
 R. Michael Murray, Jr.
 Kevin G. O'Connell, S.J.
 Edward M. O'Flaherty, S.J.
 Thomas P. O'Neill, III
 Nicholas S. Rashford, S.J.
 Warren B. Rudman
 Nicholas A. Sannella
 John J. Shea, S.J.
 Marianne D. Short
 Sylvia Q. Simmons
 Sandra J. Thomson
 Salvatore J. Trani
 Thomas A. Vanderslice
 Vincent A. Wasik

The Corporate Title of Boston College is
 Trustees of Boston College

THE OFFICERS OF THE UNIVERSITY

Rev. J. Donald Monan, S.J., Ph.D.,
 University of Louvain
President
 Francis B. Campanella, D.B.A., Harvard
 University
Executive Vice President
 Mary Lou DeLong, B.A. Newton College of
 the Sacred Heart
Vice President, University Relations
 John T. Driscoll, B.S., Boston College
Vice President for Administration
 Rev. Joseph P. Duffy, S.J., Ph.D., Fordham
 University
University Secretary
 Kevin P. Duffy, Ph.D., Boston College
Vice President for Student Affairs
 Margaret A. Dwyer, M.Ed., Boston College
Vice President and Assistant to the President
 James P. McIntyre, Ed.D., Boston College
Senior Vice President
 Peter C. McKenzie, M.B.A., Babson College
*Vice President, Finance and Business Affairs and
 Treasurer*
 Rev. William B. Neenan, S.J., Ph.D.,
 University of Michigan
Academic Vice President and Dean of Faculties
 Leo V. Sullivan, M.Ed., Boston College
Vice President, Human Resources

CHIEF ACADEMIC OFFICERS

Rev. J. Robert Barth, S.J., Ph.D., Harvard
 University
Dean, The College of Arts and Sciences
 June G. Hopps, Ph.D., Brandeis University
Dean, The Graduate School of Social Work
 Robert S. Lay, M.S., University of Wisconsin
 at Madison
Dean of Enrollment Management
 Barbara H. Munro, Ph.D., University of
 Connecticut
Dean, The School of Nursing
 John J. Neuhauser, Ph.D., Rensselaer
 Polytechnic Institute
Dean, The Carroll School of Management
 Gerald J. Pine, Ed.D., Boston University
Dean, The School of Education
 Michael Smyer, Ph.D., Duke University
*Dean, The Graduate School of Arts and Sciences;
 Associate Vice President for Research*
 Aviam Soifer, J.D., Yale University
Dean, The Law School
 Rev. James A. Woods, S.J., Ed.D., Boston
 University
*Dean, The Evening College of Arts, Sciences and
 Business Administration; Dean, The Summer
 Session*

ASSISTANT AND ASSOCIATE DEANS

Mary Brabeck, Ph.D., University of
 Minnesota
Associate Dean, The School of Education
 John J. Burns, Ph.D., Yale University
Associate Dean, The College of Arts and Sciences
 Louis S. Corsini, Ph.D., Louisiana State
*Associate Dean, The Carroll Graduate School of
 Management*
 Patricia DeLeeuw, Ph.D., University of
 Toronto
*Associate Dean, The Graduate School of Arts and
 Sciences*
 R. Lisa DiLuna, J.D., Boston College
Assistant Dean for Students, The Law School
 Sr. Maryalyce Gilfeather, O.P., M.Ed.,
 Boston College
*Acting Assistant Dean for Students, The School of
 Education*
 Carol H. Green, Ph.D., George Washington
 University
Associate Dean, The College of Arts and Sciences
 Albert F. Hanwell, M.S.W., Boston College
*Associate Dean, The Graduate School of Social
 Work*
 Katharine Hastings, A.M., Harvard
 University
*Assistant to Academic Vice President and Dean of
 Faculties*
 Loretta Higgins, Ed.D., Boston College
Associate Dean, The School of Nursing
 Richard Keeley, M.A., Boston College
*Assistant Dean, The Carroll School of
 Management*
 Brian P. Lutch, J.D., Boston University
Associate Dean, The Law School
 Marie McHugh, Ph.D., Harvard University
*Senior Associate Dean, The College of Arts and
 Sciences*
 Judith A. McMorrow, J.D., University of
 Notre Dame Law School
Associate Dean, The Law School
 Robert R. Newton, Ed.D., Harvard
 University
Associate Academic Vice President
 Sr. Mary Daniel O'Keeffe, O.P., Ph.D.,
 Boston College
Associate Dean, The College of Arts and Sciences
 Richard A. Spinello, Ph.D., Fordham
 University
Associate Dean of Faculties
 DeLois Weekes, D.N.Sc., University of
 California, San Francisco
Associate Dean, The School of Nursing

DIRECTORS IN ACADEMIC AREA

Rev. Joseph A. Appleyard, S.J., Ph.D., Harvard University
Director of Arts and Sciences Honors Program

Philip Bantin, M.L.S., University of Wisconsin
University Archivist

Albert Beaton, Ed.D., Harvard University
Director, The Center for the Study of Testing Evaluation, and Educational Policy

Rev. Stanley J. Bezuska, S.J., Ph.D., Brown University
Director of Mathematics Institute

Robert Bloom, J.D., Boston College
Director of Urban Legal Laboratory

Edmund H. Burke, Ph.D., University of Pittsburgh
Director, The Center for Corporate Community Relations

Louise M. Clark, B.S., Boston University
Director of Admissions and Financial Aid, The Law School

Ann Marie Delaney, Ph.D., Boston College
Director, Program Research, The School of Education

Cathy Dernoncourt, B.A., University of Mississippi
Director of Alumni Relations, The Law School

Philip A. DiMattia, Ph.D., Boston College
Director of Campus School

Rev. Charles F. Donovan, S.J., Ph.D., Yale University
University Historian

John E. Ebel, Ph.D., California Institute of Technology
Director, Weston Observatory

Stephen Erickson, Ph.D., Tufts University
Director of University Research

James F. Flagg, Ph.D., Boston University
Director of Graduate Fellowships and Foreign Study

Louise M. Lonabocker, Ph.D., Boston College
Associate Dean, Enrollment Management and University Registrar

Marianne Lord, M.A., Boston College
Director, Law School Development and Special Assistant to the Dean

Claire Lowery, Ph.D., Andover Newton Theological School
Director, Institute for Religious Education and Pastoral Ministry

Vincent J. Lynch, D.S.W., Boston College
Director of Continuing Education, The Graduate School of Social Work

John L. Mahoney, Jr., M.A.T., Boston College
Director of Admission

John McKiernan, M.B.A., Boston College
Director of Management Institute

Matthew Mullane, Ph.D., (cand.), Boston College
Director of Faith, Peace, and Justice Program

Sharon Hamby O'Connor, J.D., Harvard University
Law Librarian

Rita R. Long Owens, M.A. Virginia Tech
Director of Enrollment Systems

Bernard A. Pekala, M.A. Tufts University
Director of Financial Aid

Ronald F. Peracchio, M.B.A., Boston College
Director of Career Planning, The Carroll Graduate School of Management

Leo F. Power, Jr., M.B.A., Boston College
Director of Institute for Space Research

Marian St. Onge, Ph.D., Boston College
Director of International Programs

Yoshio Saito, M.A., Emerson College
Director of University Audiovisual Services

Paul G. Schervish, Ph.D., University of Wisconsin, Madison
Director of Social Welfare Regional Research Institute

W. Jean Weyman, M.S., Indiana University School of Nursing
Director of Continuing Education, The School of Nursing

DIRECTORS IN UNIVERSITY AREA

Patricia A. Bando, M.A.
Director of Dining Service

John D. Beckwith, A.B.
Director of Purchasing

Ben Birnbaum, M.Ed.
Director of Publications and Print Marketing

Donald Brown, Ph.D.
Director of AHANA Student Programs

Dan Bunch, M.S.W.
Director of Learning to Learn

Michael T. Callnan, Ph.D.
Director of Budgets

Robert F. Capalbo, Ph.D.
Director of Housing

William E. Chadwick, B.S., C.P.A.
Director of Internal Audit

Rev. Richard Cleary, S.J., M.A., S.T.L.
University Chaplain

Stephen A. Dare, M.A.
Director of Development for Endowment and Capital Programs

Thomas F. Devine, B.S.
Director of Buildings and Grounds

Ivy Dodge, M.A.
Director of University Policies and Procedures

Michael J. Driscoll, M.B.A.
Controller

David Early, B.S.
Director of Bureau of Conferences

Howard Enoch, Ph.D.
Director of Robsham Theater Arts Center

Rodney J. Feak, M.S.
Director of Systems and Network Services

William J. Fleming, Ph.D.
Director of Information Processing Support

Chet S. Gladchuk, Jr., M.S.
Director of Athletics

Bernard W. Gleason, Jr., M.B.A.
Executive Director of Information Technology

Paul Guzzi, B.A.
Associate Vice President for State and Community Relations

Paul P. Haran, Ph.D.
Associate Treasurer

J. Joseph Harrington, A.B.
Director of Management Information Systems

Suzanne Howard, B.S., M.S. (cand.)
Director, Environmental Health and Safety

Clayton Jeffers, A.B.
Director of Network Services

Richard P. Jefferson, J.D.
Director, Employee Relations

Kevin M. Lyons, Ed.D.
Director of Learning Resources for Student Athletes

Rev. Joseph P. Marchese, Ph.D.
Director of First Year Experience

Barbara Marshall, Ed.D.
Director of Affirmative Action

Arnold F. Mazur, M.D.
Director of Health Services

Thomas P. McGuinness, Ph.D.
Director, University Counseling Services

Jean S. McKeigue, M.B.A.
Director of Community Affairs

Thomas McKenna, B.A.
Director of Bookstores

Marilyn S. Morgan, M.Ed.
Director of Career Center

Robert A. Morse,
Chief of Campus Police

Bernard R. O'Kane, M.Ed.
Director of Employment and Employee Development

James M. O'Neill, M.B.A., M.A.
Director of Institutional Information Resources

Alfred G. Pennino, B.S.
Associate Vice President, Planning and New Construction

Michael J. Prinn, B.S.B.A.
Director of Risk Management and Insurance

Joyce C. Saunders
Director of Space Management

Robert A. Sherwood, M.S.
Dean for Student Development

Douglas J. Whiting, M.A.
Director of Public Affairs

John F. Wissler, M.B.A.
Executive Director of Alumni Association

Rev. Dennis Yesalonia, S.J., J.D.
Legal Counsel, University Affairs

ACADEMIC CALENDAR 1995-96

First Semester

August 28	Monday	Classes begin for second and third year law students
August 30	Wednesday	Classes begin for first year law students
September 4	Monday	Labor Day-No classes
September 5	Tuesday	Classes begin
September 6	Wednesday	Faculty Convocation
September 11	Monday	Drop/Add continues through September 11
October 9	Monday	Columbus Day-No classes
November 9	Thursday	Undergraduate and graduate registration for spring 1996 begins
November 22 to November 24	Wednesday to Friday	Thanksgiving holidays
November 27	Monday	Last date for official withdrawal from a course or from the University
December 7	Thursday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 11 and December 12	Monday to Tuesday	Study days-No classes for undergraduate day students only
December 13 to December 20	Wednesday to Wednesday	Term examinations
December 25 through January 1	Monday to Monday	University closed for Christmas Holidays

Second Semester

January 8	Monday	Classes begin for all law students
January 15	Monday	Martin Luther King, Jr. Day-No classes
January 16	Tuesday	Classes begin
January 22	Monday	Drop/Add continues through January 22
February 15	Thursday	Last date for graduate students to sign up for May 1996 graduation
March 4 to March 8	Monday to Friday	Spring Vacation
March 25	Monday	Undergraduate and graduate registration for fall 1996 begins
April 4 to April 8	Thursday to Monday	Easter Weekend No classes; Holy Thursday, Good Friday, Easter Monday (except classes beginning at 4:00 p.m. and later)
April 10	Wednesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April 12	Friday	Last date for official withdrawal from a course or from the University
April 15	Monday	Patriot's Day-No classes
May 2 and May 3	Thursday to Friday	Study days-No classes for undergraduates day students only
May 4 to May 11	Saturday to Saturday	Term examinations
May 20	Monday	Commencement
May 26	Sunday	Law School Commencement

DIRECTORY AND OFFICE LOCATIONS

Academic Development Center

Director O'Neill Library

Accounting

Jeffrey R. Cohen, *Chairperson* Fulton 520D

Admission

Undergraduate: John L. Mahoney, Jr., *Director* Devlin 218

Graduate: Department Chairpersons McGuinn 221

AHANA

Donald Brown, *Director* 72 College Road

American Studies

Christopher Wilson, *Director* Carney 349

Arts and Sciences

J. Robert Barth, S.J., *Dean* Gasson 103

J. Joseph Burns, *Assoc. Dean* Gasson 109

Carol Hurd Green, *Assoc. Dean* Gasson 109

Marie McHugh, *Senior Assoc. Dean* Gasson 109

Sr. Mary Daniel O'Keeffe, *Assoc. Dean* Gasson 109

Biology

William Petri, *Chairperson* Higgins 321

Black Studies

Frank Taylor, *Director* Lyons 301

Business Law

David Twomey, *Chairperson* Fulton 420B

Career Center

Marilyn Morgan, *Director* 38 Southwell Hall

Center for East Europe, Russia and Asia

Raymond McNally, *Director* Carney 171

Chemistry

Paul Davidovits, *Chairperson* Merkert C

Classical Studies

Charles Ahearn, Jr., *Chairperson* Carney 123

Communication

James Willis, *Chairperson* Lyons 214B

Computer Science

Michael McFarland, S.J., *Chairperson* Service Building, B2A

Counseling Services

Campion Hall Unit Campion 301

Gasson Hall Unit Gasson 108

Fulton Hall Unit Fulton 254

Economics

Richard Tresch, *Chairperson* Carney 131

Education

Gerald Pine, *Dean* Campion 101A

Mary Brabeck, *Associate Dean* Campion 308

Sr. MaryAlyce, *Gilfeather Assistant Dean* Campion 104A

Arline Riordan, *Admission* Campion 103

Curriculum, Administration, SPED

John F. Savage, *Chairperson* Campion 210

Education: Counseling, Developmental Psychology, Research

Methods

Mary Walsh, *Chairperson* Campion 313

English

Judith Wilt, *Chairperson* Carney 450

Evening College

James Woods, S.J., *Dean* McGuinn 100

Finance

Robert Taggart, *Chairperson* Fulton 324B

Financial Aid

Bernie Pekala, *Director* Lyons 116

Fine Arts

John Steczynski, *Chairperson* Devlin 434A

Geology and Geophysics

David C. Roy, *Chairperson* Devlin 213

Germanic Studies

Michael Resler, *Chairperson* Carney 325

Graduate Arts and Sciences

Michael Smyer, *Dean* McGuinn 221

Patricia DeLeeuw, *Associate Dean*

History Department

James Cronin, *Chairperson* Carney 116

Housing

Robert Capalbo, *Director* Rubenstein Hall

Law School

Aviam Soifer, *Dean* Stuart M309

Library Reference Department

Kwasi Sarkodie-Mensah, *Head Reference Librarian* O'Neill Library

Management

John Neuhauser, *Dean* Fulton 510A

Louis Corsini, *Graduate Assoc. Dean* Fulton 320B

Richard Keeley, *Assistant Dean* Fulton 360A

Marketing Department

Michael Peters, *Chairperson* Fulton 450C

Mathematics Department

William Keane, *Chairperson* Carney 374

Music Department

T. Frank Kennedy, S.J., *Chairperson* Lyons 407

Nursing

Barbara Hazard Munro, *Dean* Cushing 203

DeLois Weekes, *Graduate Associate Dean* Cushing 202

Loretta Higgins, *Undergraduate Associate Dean* Cushing 202C

Operations and Strategic Management

Jeffrey Ringuest, *Chairperson* Fulton 350C

Organization Studies

Jean Bartunek, *Chairperson* Fulton 430C

Philosophy

Richard Cobb-Stevens, *Chairperson* Carney 251

Physics

Rein Uritam, *Chairperson* Higgins 355

Political Science

Dennis Hale, *Chairperson* McGuinn 231

Psychology

M. Jeanne Sholl, *Chairperson* McGuinn 343

Norman Berkowitz, *Assistant Chairperson*

Religious Education Program (IREPM)

Claire E. Lowrey, *Director* 31 Lawrence Ave.

Romance Languages and Literatures

Matilda Bruckner, *Chairperson* Lyons 304

Slavic and Eastern Languages

Michael Connolly, *Chairperson* Carney 238

Social Work, Graduate School

June Hopps, *Dean* McGuinn 132

Sociology Department

Sharlene Hesse-Biber, *Chairperson* McGuinn 417

Student Accounts and Loans

Kathy Mundhenk, *Associate Controller* More 380

John Brown, *Collection Manager* More 380

Student Development

Robert Sherwood, *Dean* McElroy 233

Theater

Stuart J. Hecht, *Chairperson* Robsham Theater

Theology

Donald Dietrich, *Chairperson* Carney 418

University Chaplain

Richard T. Cleary, S.J. McElroy 215

University Registrar

Louise Lonabocker Lyons 101

Boston College
USPS-389-750
Office of the University Registrar
140 Commonwealth Avenue
Chestnut Hill, MA 02167-3804

Second Class
Postage Paid
Boston, MA 02109